

# PHYSICAL EDUCATION - GAMES - CURRICULUM SEQUENCE GRID

<b>Unit(s)</b> (Tablet in 39week plan)	Gymnastics, Dance, Cheerleading, Aerobics/Yoga.	
	Introducing and Developing	Applying, Evaluating and Analysing
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<b>Applied to all aesthetic activities– significant individual key terminology highlighted on individual schemes of work.</b> Balance, Cannon, Timing, Pace, Group choreography, Floor patterns/ formations, Levels, Posture, Flexibility, Formations, Facial expressions, Confidence	<b>Applied to all aesthetic areas – significant individual key terminology highlighted on individual schemes of work.</b> Sequencing – How to link actions together, Timing/ use of unison to create an effective routine, Reflecting on performance, Choreography, Development of physical, technical and expressive skills, Leadership skills, Feedback and reflection on performance
<b>Opportunities for Reading</b>	<a href="https://www.royalballetschool.org.uk/">https://www.royalballetschool.org.uk/</a> <a href="https://www.british-gymnastics.org/">https://www.british-gymnastics.org/</a> <a href="https://www.royalacademyofdance.org/classes/our-dance-school-in-london/">https://www.royalacademyofdance.org/classes/our-dance-school-in-london/</a>	
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<b>Significant national sport connections with certain sports.</b> <b>Dance</b> –UK/ USA / BRAZIL/ SPAIN /SOUTH AFRICA <b>Gymnastics-</b> USA/UK/RUSSIA/CHINA/ JAPAN <b>Cheerleading-</b> USA/ UK / CANADA  <b>Character Education</b> Develop learners love for physical activity, equipping them with skills to be active for the rest of their lives through aesthetics as well as skills that will support them for the next stage of their learning beyond their school life. Skills learnt through aesthetics that will support character building are; leadership skills, developing communication and listening skills, ability to organize others, planning and developing ideas, sharing ideas, improving confidence and resilience, celebrating success/performance and setting targets when performances haven't gone as well, dealing with varied emotions of self and others, developing the ability to become team workers, develop own independence and developing knowledge of the world around them.	
<b>Strategies to engage and maximise achievement of PP learners</b>	Ensure students are placed into groups/pairs appropriately (ability and/or social) – pre-planned where necessary. Students placed in sets according to ability and gender. Support students struggling with kit issues. Encouragement and praise for effort and success achieved.	

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<b>Cross Curricular Links</b> (Authentic Connections with other curriculum)	<p><b>Science:</b> Discussion of basic changes to the body during warm up and exercise, highlighting bones and muscles used during stretches.</p> <p><b>Geography:</b> Countries where specific Dance styles have been created. Themes from particular countries.</p> <p><b>History:</b> Historical start of each Dance/ event started.</p> <p><b>English/ Oracy:</b> Opportunities for students to communicate in groups to work as teams, discussion of game play and systems highlighted. Oracy used when giving feedback on performance.</p> <p><b>Maths:</b> Understanding of timing when performing to music or in unison.</p>
<b>Key Assessments</b>	Observations made at the end of 6 week unit of work (each activity area) based upon assessment criteria in y7 and 8 for LC data input.