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PE curriculum Intent	Year 9 Girls

To provide a wide range of both sport and physical activity which builds upon the physical literacy and the personal development of each student to help build a rounded learner. PE at New Line Learning is used as a vehicle to enhance all aspects of our pupils, through practical performance, leadership and sportsmanship whilst promoting the importance and value that physical activity brings to our lives. PE at New Line Learning promotes the importance of life long participation by developing the student's character and values whilst increasing their understanding on the importance of health and fitness.

Term 1
Topic/Theme/Enquiry

Fitness

Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will consolidate and extend their knowledge and understanding through participation in fitness and gym-based activities, demonstrating advanced awareness of training principles, safe practice, and components of fitness. Pupils will further develop physical competency through refined coordination, balance, strength, muscular endurance, cardiovascular endurance, flexibility, power, and movement efficiency. They will also take increasing responsibility through leading sessions, coaching peers, and organising training activities, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will develop and refine advanced fitness-specific skills, enabling them to consistently and accurately perform exercises such as resistance training movements, complex circuits, HIIT sessions, core conditioning, mobility routines, and independent training programmes with strong technique and control.
Pupils will build a secure understanding of exercise technique, gym etiquette, training principles, and methods such as interval, fartlek, resistance, and circuit training, while continuing to demonstrate resilience, motivation, respect, leadership, and perseverance.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will need prior experience of movement patterns, bodyweight exercise, coordination, and safe gym routines. Pupils should have a secure understanding of core exercises such as squats, lunges, press-ups, core stability work, and use of gym equipment, which will be further developed into advanced and specific training skills throughout Year 9	Students will apply their learning within increasingly demanding fitness scenarios, personal programmes, and problem-solving activities, promoting a greater depth of self-awareness, planning, decision-making, and adaptability. Students will be supported through differentiated tasks, training plans, peer coaching, questioning, and performance analysis to improve consistency and maximise success.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will be expected to recall and apply prior learning in technique, warm-ups, safety, training methods, and components of fitness to enhance progress through advanced Year 9 content. Pupils will consider the How, Why, and When within lessons, enabling deeper understanding of exercise selection, training design, progression, recovery, and performance improvement..	Pupils will have greater access to content if they have prior knowledge of training principles, nutrition, body systems, recovery, and exercise programming

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear through fitness. Students will apply numeracy through statistics, heart-rate zones, percentages, progressive overload calculations, timings, sets, repetitions, and fitness data analysis.
Clear science links include training zones, biomechanics, muscle contraction, recovery, force production, energy systems, and the musculoskeletal system.
Pupils will recognise how fitness skills transfer into careers including personal training, strength and conditioning, physiotherapy, sports science, teaching, coaching, leisure management, and health services.

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Pupils will also make authentic connections between fitness and wider life skills such as resilience, discipline, communication, independence, leadership, organisation, and goal setting.

Problem Solving
Students make tactical decisions by selecting appropriate technique, identifying opponents' weaknesses and adapting strategies throughout rallies.

Adapting
Students modify technique selection, positioning and positioning depending on the exercise, weight or component.

Speaking
Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain technical decisions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to the level of the Year 9 group, with adaptive teaching strategies used to support progress of all pupils. Resources such as training cards, gym programmes, video analysis, fitness trackers, peer coaching, reciprocal teaching, and performance feedback will support pupils at different stages of learning and promote independence.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations **Summative Assessment:** Students complete a written summative assessment at the end of Term 1. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during each term

Term 2 Topic/Theme/Enquiry		**Pickleball**

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Big Picture
What are the main ideas and big questions in this topic?

Pupils will extend their knowledge and understanding through participation in pickleball, demonstrating greater tactical awareness, improved decision-making, and a more advanced understanding of rules and strategies within net-based games. Pupils will refine and apply higher-level physical competencies, including agility, coordination, balance, movement skills, and accurate racket control under pressure. They will take on increased responsibility in officiating, scoring, and leading activities, enhancing leadership, communication, independence, and personal development within competitive game situations.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will refine and consistently apply a broader range of pickleball-specific skills, performing key techniques such as serving, returning, dinking, volleying, and positioning with increased accuracy, control, and effectiveness under pressure in game situations. Pupils will demonstrate a secure understanding of rules, scoring systems, and more advanced tactical principles in pickleball, using these to make more effective decisions during play. They will further embed and consistently demonstrate the core values of respect, resilience, honesty, teamwork, and sportsmanship, taking greater responsibility for performance and contributing positively within competitive game environments

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and apply a secure understanding of net-based games, demonstrating more advanced transferable skills from a range of sporting activities, such as efficient movement, coordination, balance, and effective teamwork in competitive situations. Pupils will refine and consistently apply fundamental techniques, including sending and receiving an object, spatial awareness, and controlled movement with greater accuracy and control, using these skills confidently within increasingly challenging pickleball contexts across each term

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within more complex pickleball game scenarios and problem-solving activities, demonstrating a greater depth of understanding, enhanced tactical awareness, and more independent and effective decision-making under pressure. consistently apply fundamental techniques, including sending and receiving an object, spatial awareness, and controlled movement with greater accuracy and control, using these skills confidently within increasingly challenging pickleball contexts across each term. Students will continue to be supported where appropriate through targeted scaffolding strategies, with an increased emphasis on

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	independent application, refined skill execution, and consistent success within increasingly competitive game context
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently draw upon prior learning in areas such as racket control, movement, rules, and tactics to enhance performance and accelerate progress through increasingly complex pickleball content. Pupils will regularly apply the How, Why, and When within lessons, demonstrating a more sophisticated understanding of skill execution, refined tactical decision-making, and strong game awareness under pressure in competitive context.	Pupils will have enhanced access to the content taught if they have secure and well-developed prior knowledge of rules, scoring systems, and tactical principles used in net and racket sports such as badminton, tennis, table tennis, and other similar activities. This stronger foundation will enable pupils to apply tactics more independently, make more effective decisions under pressure, and demonstrate greater consistency and control in pickleball performance. A well-developed understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in achieving higher levels of confidence, independence, and success within competitive situations
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Links between maths and PE are embedded and consistently applied within pickleball. Students will confidently use numeracy skills in more complex contexts such as scoring systems, calculating and analysing point differences, accurately measuring and applying court dimensions, and consistently judging and applying angles of shots using correct mathematical terminology such as acute and obtuse angles. Strong links with science are reinforced through applied understanding of heart rate training, fitness components, biomechanics of movement, force production, mechanics of breathing, and the musculoskeletal system during exercise, supporting progression into more advanced pathways such as NCFE courses at Key Stage 4. Students will have a clearer and more informed understanding of careers linked to physical education, sport, and leisure, including the skills, qualities, and qualifications required to access these roles.	

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This will be developed through lessons, extracurricular opportunities, competitions, and engagement with visiting speakers and external experiences.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within
a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in
making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content is adapted to the more advanced needs of the group, with adaptive teaching strategies used to challenge and support all pupils as they refine performance and apply skills more independently in pickleball. A range of resources, including targeted guidance materials and reciprocal teaching approaches, are used to support differentiated learning and to develop higher-level decision-making, consistency, and performance within increasingly competitive game contexts.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 3 Topic/Theme/Enquiry	**Gymnastics**

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Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will extend their knowledge and understanding in gymnastics, demonstrating greater refinement in movement composition, body control, and performance quality within increasingly complex aesthetic sequences. Pupils will further develop and apply advanced physical competencies, including agility, coordination, balance, flexibility, strength, and control, with improved precision and fluency. They will take on increased responsibility in leading warm-ups, providing structured peer feedback, and demonstrating sequences with confidence and accuracy, enhancing leadership, communication, evaluation skills, and wider personal development in performance.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will refine and consistently apply advanced gymnastics-specific skills, performing key techniques such as rolls, jumps, balances, travels, and body shapes with increased precision, fluency, and control within complex sequence-based performance contexts. Pupils will demonstrate a secure understanding of composition principles, safe practice, and performance criteria, applying these confidently when evaluating and improving performance. They will further embed and consistently demonstrate the core values of gymnastics, including honesty, respect, discipline, resilience, and sportsmanship, taking greater responsibility for their own performance and supporting others within group and individual routines

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and apply a secure understanding of gymnastics, demonstrating more advanced transferable skills such as efficient movement, coordination, balance, strength, and refined body control in performance settings. Pupils will refine and consistently apply fundamental techniques including rolls, jumps, balances, shapes, and controlled movement with greater accuracy, fluency, and control, using these skills confidently within increasingly complex gymnastics sequences

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within more complex gymnastics performance and problem-solving activities, demonstrating a greater depth of understanding, enhanced movement quality, and more independent and effective decision-making during performance. Students will continue to be supported where appropriate through targeted scaffolding strategies, with an increased emphasis on independent refinement, consistency of execution, and success within more demanding performance sequences

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Wider Framework *How does this learning connect to future topics and bigger goals?*	Curriculum Hinterland *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently draw upon prior learning in areas such as rolls, jumps, balances, shapes, and sequences to enhance performance and accelerate progress through increasingly complex gymnastics content. Pupils will regularly apply the How, Why, and When within lessons, demonstrating a more sophisticated understanding of skill execution, refined performance quality, and precise movement control in both practice and assessed performance settings	Pupils will have enhanced access to the content taught if they have secure and well-developed prior knowledge of rules, body control principles, and movement concepts used in gymnastics such as rolls, jumps, balances, shapes, and sequences. This stronger foundation will enable pupils to apply techniques with greater precision, refine performance quality under pressure, and demonstrate more advanced control and fluency in complex movement sequences

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and consistently applied through gymnastics. Students will confidently use numeracy skills in more complex contexts such as tracking repetitions and timing with accuracy, analysing routines, measuring height and distance in jumps, applying more precise understanding of angles and body positions in shapes, and evaluating performance scores in greater detail. Strong links with science are reinforced through applied understanding of heart rate training, fitness components, biomechanics of movement, force production, balance, flexibility, and the musculoskeletal system during exercise.

Pupils will have a clearer and more informed understanding of how skills developed through gymnastics can transfer into careers such as coaching, teaching, sports development, officiating, fitness, choreography, and event
management.

They will also consistently make strong, authentic connections between gymnastics and wider life skills such as discipline, teamwork, leadership, resilience, communication, and problem-solving in both sporting and real-life contexts.

Creativity
Students design and perform sequences demonstrating originality while applying compositional principles.

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Planning
Students organise routines, considering transitions, apparatus use, timing and sequencing.

Leadership
Students support peers through observation, feedback and safe practice

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to the more advanced needs of the group, with adaptive teaching strategies used to challenge and support all pupils as they refine performance, improve precision, and apply skills more independently in gymnastics. A range of resources, including targeted task cards, advanced demonstrations, full use of mats and apparatus, progressive skill development pathways, complex sequencing activities, and reciprocal teaching approaches, will be used to support differentiated learning and to develop higher-level performance, evaluation, and consistency in increasingly demanding gymnastics contexts	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 4 Topic/Theme/Enquiry	**Netball**

Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will extend and apply their knowledge and understanding of netball, demonstrating more consistent tactical awareness, decision-making, and a deeper grasp of rules and strategies within invasion games. Pupils will refine and apply advanced physical competencies, including

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agility, coordination, balance, speed, and more accurate and controlled ball-handling skills under pressure. They will also take on increased responsibility in officiating, scoring, and leading activities, further developing their leadership, communication, teamwork, and independence in preparation for more formal and competitive game situations

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will refine and consistently apply advanced netball-specific skills, performing key techniques such as passing, catching, footwork, shooting, defending, and movement with accuracy and control under pressure in full game situations. Pupils will demonstrate a secure understanding of rules, positions, and more advanced tactical principles, showing improved decision-making and game awareness. They will further embed and consistently demonstrate the core values of netball, including honesty, respect, teamwork, resilience, and sportsmanship, taking greater responsibility for their own and others' performance within competitive play

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and apply a secure understanding of invasion games, demonstrating more advanced transferable skills such as efficient
movement, coordination, balance, and effective teamwork in competitive
game situations. Pupils will refine and consistently apply fundamental techniques including passing, catching, spatial awareness, footwork, and
controlled movement with greater accuracy and speed under pressure, using these skills confidently within netball and other invasion-based games

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within more complex netball game scenarios and problem-solving activities, demonstrating a greater depth of understanding, advanced tactical awareness, and more independent and effective decision-making under pressure. Students will continue to be
supported where appropriate through targeted scaffolding strategies, with a greater emphasis on independent learning, refined skill execution, and consistent success across increasingly competitive performance contexts

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will consistently and independently draw upon prior learning in areas such as passing, movement, rules, and tactics to

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have enhanced access to the content taught if they have secure and well-developed prior knowledge of rules and tactical

enhance performance and accelerate progress through increasingly complex netball content. Pupils will regularly apply the How, Why, and When within lessons, demonstrating a more sophisticated understanding of skill execution, tactical decision-making, and game awareness under pressure in competitive contexts	principles used in invasion games such as football, rugby, hockey, basketball, and netball. This stronger foundation will enable pupils to apply tactics more independently, make more advanced decisions under pressure, and confidently transfer skills across a range of competitive game situations.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and consistently applied through netball. Students will confidently use numeracy skills in more complex contexts such as scoring systems, detailed league tables, performance analysis, measuring distances and angles of passing with greater accuracy, and interpreting a wider range of performance statistics. Strong links with science are reinforced through applied understanding of heart rate training zones, fitness components, biomechanics of movement, force production, and the musculoskeletal system during exercise.

Pupils will have a clearer and more informed understanding of how skills developed through netball can transfer into careers such as coaching, teaching, sports development, officiating, fitness, and event management.

They will also consistently make strong, authentic connections between netball and wider life skills such as teamwork, leadership, resilience, communication, and problem-solving in both sporting and real-life contexts.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within
a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in
making decisions and supporting others.

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Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to the more advanced needs of the group, with adaptive teaching strategies used to challenge and support all pupils as they refine performance and apply skills more independently in netball. A range of resources, including targeted task cards, advanced demonstrations, appropriately modified equipment, progressively challenging conditioned games, and reciprocal teaching approaches, will be used to support differentiated learning and to develop higher-level understanding, decision- making, and performance within competitive game situations	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 5
Topic/Theme/Enquiry

Athletics

Big Picture
What are the main ideas and big questions in this topic?

Pupils will extend their knowledge and understanding through participation in athletics, demonstrating greater understanding of track and field events, rules, and strategies within both individual and team-based competition. Pupils will refine and apply higher-level physical competencies, including speed, strength, coordination, balance, agility, endurance, and efficient movement skills, with improved consistency and performance across events. They will take on increased responsibility in officiating, timing, measuring, and leading activities, enhancing leadership, communication, independence, and personal development within competitive athletic contexts

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will refine and consistently apply a broader range of athletics-specific skills, performing key techniques such as sprint starts, pacing, relay exchanges, jumping, throwing, and running technique with increased accuracy, control, and efficiency in competitive situations. Pupils will demonstrate a secure understanding of rules, scoring systems, and more advanced tactical considerations in athletics, using these to improve performance and decision-making. They will further embed and consistently demonstrate the core values of determination, resilience, honesty, respect, self-discipline, and sportsmanship, taking greater responsibility for their own performance and supporting others within competitive athletics contexts.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and apply a secure understanding of fundamental movement skills and transferable skills from a range of sporting activities, demonstrating more advanced performance in running, jumping, throwing, coordination, balance, and teamwork within competitive athletic contexts. Pupils will refine and consistently apply movement patterns, spatial awareness, pacing strategies, and controlled body movements with greater accuracy and efficiency, using these skills confidently across athletics events each term

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within more complex athletics competitions, personal challenges, and problem-solving activities, demonstrating a greater depth of understanding, enhanced technical awareness, and more independent and accurate performance analysis. Students will continue to be supported where appropriate through targeted scaffolding strategies, with an increased emphasis on independent application, refined technique, and consistent success across competitive athletics contexts

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will consistently and independently draw upon prior learning in areas such as movement, coordination, rules, pacing, and performance techniques to enhance performance and accelerate progress through increasingly complex athletics content. Pupils will regularly apply the How, Why, and When within lessons, demonstrating a more sophisticated understanding of technique execution, refined

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have enhanced access to the content taught if they have secure and well-developed prior knowledge of fitness, movement patterns, and basic techniques used in activities such as cross-country, gymnastics, invasion games, and other physical activities. This stronger foundation will enable pupils to apply movement skills more efficiently, demonstrate greater consistency in performance, and make more effective technical improvements within athletics contexts. A well-

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decision-making, and strong performance analysis to support improvement in competitive athletics contexts	developed understanding of determination, communication, movement efficiency, and sportsmanship from a range of sporting experiences will also support pupils in achieving higher levels of confidence

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and consistently applied within athletics. Students will confidently use numeracy skills in more complex contexts such as accurate timing, measuring and analysing performance data, comparing results across events, and interpreting a wider range of statistics to evaluate performance. Strong links with science are reinforced through applied understanding of heart rate training, fitness components, biomechanics of movement, force production, reaction time, and the musculoskeletal system during exercise, further supporting progression into Key Stage 4 NCFE courses.

Students will have a clearer and more informed understanding of careers linked to physical education, sport, and leisure, including the skills, qualities, and qualifications required to access these roles.

This will be developed through lessons, extracurricular opportunities, competitions, and engagement with visiting speakers and external experiences.

Planning
Students set personal performance goals, monitor progress and evaluate improvements using timings and performance data.

Adapting
Students adjust training methods, pacing strategies and techniques based on performance feedback.

Problem Solving
Students identify technical weaknesses and select strategies to improve performance in track and field events.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*

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Content will be adapted to the more advanced needs of the group, with adaptive teaching strategies used to challenge and support all pupils as they refine technique, improve performance, and apply skills more independently in athletics. A range of resources, including targeted task cards, advanced demonstrations, appropriately modified equipment, progressively challenging conditioned practices, and reciprocal teaching approaches, will be used to support differentiated learning and to develop higher-level performance, decision-making, and consistency across track and field events.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations **Summative Assessment**: Students complete a written summative assessment at the end of Terms 5. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during each term

Term 6 Topic/Theme/Enquiry		**ROUNDERS**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will extend their knowledge and understanding through participation in rounders, demonstrating greater tactical awareness, improved decision-making, and a more advanced understanding of rules and strategies within striking and fielding games. Pupils will refine and apply higher-level physical competencies, including agility, coordination, balance, throwing, catching, batting, and movement skills, with improved accuracy and consistency under pressure. They will take on increased responsibility in officiating, scoring, and leading activities, enhancing leadership, communication, independence, and personal development within competitive game situation

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will refine and consistently apply a broader range of rounders-specific skills, performing key techniques such as throwing, catching, batting, bowling, fielding, and base running with increased accuracy, control, and effectiveness under pressure in game situations. Pupils will demonstrate a

secure understanding of rules, scoring systems, and more advanced tactical principles in rounders, using these to make more effective decisions during play. They will further embed and consistently demonstrate the core values of respect, resilience, honesty, teamwork, and sportsmanship, taking greater responsibility for performance and contributing positively within competitive game environments.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and apply a secure understanding of striking and fielding games, demonstrating more advanced transferable skills from a range of sporting activities, such as efficient movement, coordination, balance, throwing, catching, and effective teamwork in competitive situations. Pupils will refine and consistently apply fundamental techniques, including sending and receiving an object, spatial awareness, striking a ball, and controlled movement with greater accuracy and control, using these skills confidently within increasingly challenging rounders contexts across each term.

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within more complex rounders game scenarios and problem-solving activities, demonstrating a greater depth of understanding, enhanced tactical awareness, and more independent and effective decision-making under pressure. Students will continue to be supported where appropriate through targeted scaffolding strategies, with an increased emphasis on independent application, refined skill execution, and consistent success within increasingly competitive game contexts.

Wider Framework
How does this learning connect to future topics and bigger goals?

Learning in rounders supports progression into other striking and fielding games such as cricket and softball, where students can apply increasingly refined skills, tactical understanding, and decision-making processes in more competitive contexts. It also strengthens transferable skills for invasion and net-based games, supporting a more advanced level of physical literacy, adaptability, and consistent sporting competence across a wide range of activities

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Retrieval skills – pupils will consistently and independently draw upon prior learning in areas such as throwing, catching, batting, rules, and tactics to enhance performance and accelerate progress through increasingly complex rounders content. Pupils will regularly apply the How, Why, and When within lessons, demonstrating a more sophisticated understanding of skill execution, refined tactical decision-making, and strong game awareness under pressure. Pupils will have enhanced access to the content taught if they have secure and well-developed prior knowledge of rules, scoring systems, and tactical principles used in striking and fielding games such as cricket, softball, and baseball. A well-developed understanding of teamwork, communication, movement, and

	sportsmanship from a range of sporting experiences will also support pupils in achieving higher levels of confidence, independence, and success within competitive rounders situation

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and consistently applied within rounders. Students will confidently use numeracy skills in more complex contexts such as scoring systems, calculating and analysing runs, accurately measuring distances, and interpreting a wider range of game statistics and averages. Strong links with science are reinforced through applied understanding of heart rate training, fitness components, biomechanics of movement, force production, reaction time, and the musculoskeletal system during exercise, further supporting progression into Key Stage 4 NCFE courses.

Students will have a clearer and more informed understanding of careers linked to physical education, sport, and leisure, including the skills, qualities, and qualifications required to access these roles.

This will be developed through lessons, extracurricular opportunities, competitions, and engagement with visiting speakers and external experiences.

Teamwork
Students work collaboratively when fielding, batting and organising tactics to achieve team success.

Planning
Students develop strategies for batting orders, field placements and game management based on the strengths of their team.

Leadership
Students captain teams, organise fielding positions and support decision-making during games

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*

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Content will be adapted to the more advanced needs of the group, with adaptive teaching strategies used to challenge and support all pupils as they refine performance and apply skills more independently in rounders A range of resources, including targeted task cards, advanced demonstrations, appropriately modified equipment, progressively challenging conditioned games, and reciprocal teaching approaches, will be used to support differentiated learning and to develop higher-level decision-making, consistency, and performance within increasingly competitive game contexts.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situation