



## **KS4 Long Term Physical Education Plan**

### **Intent**

The intent for the PE department is to offer a diverse and engaging curriculum which challenges students both physically and academically through high quality PE lessons and develop their skills and understanding through Cranbourne's core values: Challenge, Community, Creativity and Care.

The department strives to deliver engaging, challenging and appropriate lessons in which students are physically active, develop a passion and enjoyment for the subject, improve their performance through skill acquisition and enable all students to achieve their full potential.

Students will develop an array of skills in a range of activities, as directed from the National Curriculum. We will promote and instil a lifelong active lifestyle through engaging curriculum that cover a broad range of activities for KS4.





Students will develop their confidence and interest to become involved in exercise, sports and activities during lessons, extra-curricular activities, activities out of school and in later life as well as understanding the health benefits of physical activity and a healthy, active lifestyle.

Through the curriculum students will understand that PE is not solely acquiring or replication a sport skill or technique but also develops a wide range of transferable knowledge and skills which will aid them in their future and promote positive attitudes towards physical activity and therefore creating an inclusive environment for all students.

### **Implementation**

At Cranbourne, the KS4 PE curriculum is designed to prioritize both enjoyment and active participation. While fostering a love for physical activity, we also reinforce essential skills and tactics within a game-based environment. Students and teachers work together to select activities and sports, empowering students to take ownership of their learning and decision-making while upholding our core Cranbourne values. This approach not only enhances engagement but also encourages teamwork and a lasting appreciation for physical activity. Additionally, our curriculum aligns with the key aims of the National Curriculum, inspiring students to apply their sporting knowledge beyond gameplay by exploring roles such as coaching, mentoring, and officiating.

## Strands

 Challenge	 Creativity	 Care	 Community
<b>Description</b>			
<p>A focus on key skills used within a competitive sporting scenario. Aiming to develop competency, tactical awareness and fluency within a competitive environment. This area will also model some BTEC sport language and learning to deepen core sporting knowledge.</p>	<p>A focus on creative physical activities aiming to encourage students to think outside the box, demonstrating imagination and originality – perhaps learning new skills within new physical activities promoting creative ideas.</p>	<p>A focus on self-care aiming to develop skills on how to exercise for fitness and impact upon health and wellbeing of students. Introducing a range of exercise opportunities that students may come across outside of the PE curriculum e.g. Dance fitness, functional fitness. Also learning what a healthy lifestyle looks like linking to physical activity as well as diet.</p>	<p>As focus on leadership aiming to develop leadership skills in the form of coaching, officiating as well as developing transferable skills that are essential in all walks of life and carer paths. Teaching student core interpersonal skills like communication and allowing opportunities to reflect on their learning.</p>
<b>Sporting Examples</b>			
<p>Football, rugby, netball, basketball, badminton, table tennis, volleyball, handball etc...</p>	<p>Ultimate frisbee, unihoc cornhole, Just Dance, gymnastics, archery, Spikeball, OAA activities etc...</p>	<p>Fitness suite sessions, weight training, circuit training, running, exercise classes like boxing exercisers, yoga, functional fitness, Swimming etc...</p>	<p>Any sport or physical activity that will allow students to take on roles and responsibilities with the lessons to encourage leadership.</p>
<b>Strand Objectives</b>			
<ul style="list-style-type: none"> <li>- To demonstrate advanced passing, dribbling, and shooting techniques with accuracy and control.</li> </ul>	<p><b><u>Gymnastics &amp; Dance</u></b></p> <ul style="list-style-type: none"> <li>- To perform sequences that demonstrate control, fluency, and creativity in movement.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and explain the components of fitness and how these areas of fitness can be improved or trained for.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand different leadership styles and their impact on team dynamics and performance.</li> </ul>

<ul style="list-style-type: none"> <li>- To apply effective movement and positioning to create and exploit space in game situations.</li> <li>- To develop defensive skills such as marking, interceptions, and tackling while maintaining fair play.</li> <li>- To apply strategic decision-making to enhance team performance in attack and defence.</li> <li>- To adapt gameplay based on the strengths and weaknesses of opponents.</li> <li>- To demonstrate sustained physical effort and resilience during competitive and recreational play.</li> <li>- To recognise the importance of warm-ups, cool-downs,</li> <li>- To develop problem-solving skills by adjusting tactics and strategies in real time.</li> <li>- To work as a team to effectively outwit their opponent.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply compositional elements (e.g., levels, dynamics, and transitions) to enhance performance.</li> <li>- Develop spatial awareness and synchronisation when performing in pairs or groups.</li> <li>- Demonstrate confidence and expression through movement, adapting to music or themes.</li> <li>- Evaluate and refine performances using peer and self-assessment to improve technique.</li> <li>- Show resilience and perseverance when learning new skills or routines.</li> </ul> <p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>- Work collaboratively to solve challenges and navigate using problem-solving strategies.</li> <li>- Apply effective communication and teamwork to overcome physical and mental obstacles.</li> <li>- Demonstrate leadership and decision-making skills in group activities.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the benefits of regular physical activity on physical, mental, and social well-being.</li> <li>- To demonstrate knowledge of key training principles (FITT: Frequency, Intensity, Time, Type) and how they apply to fitness programs.</li> <li>- To learn how different types of training (e.g., resistance, cardiovascular, anaerobic) impact fitness and performance.</li> <li>- To use fitness suite equipment (e.g., treadmills, rowing machines, resistance machines, free weights) safely and effectively.</li> <li>- To develop proper technique for key exercises, reducing injury risk and maximising efficiency.</li> <li>- To monitor and adjust workout intensity using heart rate, perceived exertion, or fitness tracking tools.</li> <li>- To design and follow a personal fitness program tailored to individual fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>- To plan and deliver warm-ups and skill-based activities for small groups.</li> <li>- To demonstrate clear and effective communication when giving instructions or feedback.</li> <li>- To apply problem-solving skills to adapt activities based on group needs and challenges.</li> <li>- To build confidence in leading peers through structured and informal leadership opportunities.</li> <li>- To reflect on leadership performance, identifying strengths and areas for improvement.</li> <li>- To develop resilience and decision-making skills under pressure.</li> <li>- To support teammates by offering constructive feedback and encouragement.</li> <li>- To explore leadership roles beyond PE, such as coaching, officiating, and mentoring.</li> <li>- To understand how leadership skills in PE transfer to other areas of life and future careers.</li> </ul>
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