

# TERM 1 WHALSAY JUNIOR SCHOOL CURRICULUM PLAN PHYSICAL EDUCATION

## PRIMARY AND SECONDARY

### Experience and Outcomes for Term 1

#### Weeks 1 – 4

##### P1 – 4

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a

##### P5 – 7

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21

	WEEK 1-4	WEEK 4-8
P1/2	<b>Better Movers and Thinkers</b> <ul style="list-style-type: none"><li>• Movement with Patterns</li><li>• Target Games</li><li>• Reaction Time Games</li><li>• Partner Challenges</li></ul>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>• Basic movement &amp; body awareness</li><li>• Balancing skills</li><li>• Jumping &amp; landing</li><li>• Sequencing &amp; flow</li></ul>
P3/4	<b>Better Movers and Thinkers</b> <b>Better Movers and Thinkers</b> <ul style="list-style-type: none"><li>• Movement with Patterns</li><li>• Target Games</li><li>• Reaction Time Games</li></ul>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>• Basic movement &amp; body awareness</li><li>• Balancing skills</li><li>• Jumping &amp; landing</li><li>• Sequencing &amp; flow</li></ul>

	<ul style="list-style-type: none"> <li>• Partner Challenges</li> </ul>	
<b>P5</b>	<p><b>Whalsay Games (adaptation of squid games) made PG</b></p> <ul style="list-style-type: none"> <li>• <b>Week 1 – Honeycomb Challenge (Resilience)</b></li> <li>• Students create their own shapes and attempt to complete the challenge.</li> <li>• <b>Week 2 – Red Light, Green Light (Agility &amp; Reaction Time) movement patterns</b></li> <li>• Students practice running, stopping, and starting on command.</li> <li>• <b>Week 3 – Glass Bridge Balance Challenge (Teamwork &amp; Core Stability)</b></li> <li>• Students move across a “bridge” (floor markers, mats, or stepping stones) without touching the ground.</li> <li>• <b>Week 4 – Squid Game Mini Tournament (Strategy &amp; Decision-Making)</b></li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Passing &amp; catching skills</li> <li>• Running with the ball &amp; evasion techniques</li> <li>• Tagging &amp; defending</li> <li>• Small-sided games &amp; simple tactics</li> </ul>
<b>P6/7</b>	<p><b>Whalsay Games (adaptation of squid games) made PG</b></p>	<p><b>Tag Rugby</b></p>

	<ul style="list-style-type: none"> <li>• <b>Week 1 – Honeycomb Challenge (Resilience)</b></li> <li>• Students create their own shapes and attempt to complete the challenge.</li> <li>• <b>Week 2 – Red Light, Green Light (Agility &amp; Reaction Time) movement patterns</b></li> <li>• Students practice running, stopping, and starting on command.</li> <li>• <b>Week 3 – Glass Bridge Balance Challenge (Teamwork &amp; Core Stability)</b></li> <li>• Students move across a “bridge” (floor markers, mats, or stepping stones) without touching the ground.</li> <li>• <b>Week 4 – Squid Game Mini Tournament (Strategy &amp; Decision-Making)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Passing &amp; catching skills</li> <li>• Running with the ball &amp; evasion techniques</li> <li>• Tagging &amp; defending</li> <li>• Small-sided games &amp; simple tactics</li> </ul>

### Secondary Curriculum Plan

Year Group	Week 1 - 4	Week 4 –8
S1	Team and Building and Para – Olympic Games (Learning about social	Badminton <ul style="list-style-type: none"> <li>• Basic skills &amp; grip</li> </ul>

	<p>justice and disability awareness)</p> <p>Team Building through Sport Ed Block -</p> <p>Disability Awareness</p> <ul style="list-style-type: none"> <li>- Seated Volleyball</li> <li>- Boccia (Floor Balls)</li> <li>- Goalball</li> <li>- Class Tournament</li> </ul>	<ul style="list-style-type: none"> <li>• Serving &amp; net shots</li> <li>• Footwork &amp; movement</li> <li>• Game play &amp; tactics</li> </ul>
S2	<p>Team and Building and Para – Olympic Games (Learning about social justice and disability awareness)</p> <p>Team Building through Sport Ed Block -</p> <p>Disability Awareness</p> <ul style="list-style-type: none"> <li>- Seated Volleyball</li> <li>- Boccia (Floor Balls)</li> <li>- Goalball</li> <li>- Class Torn</li> </ul>	<p>Badminton</p> <ul style="list-style-type: none"> <li>• Basic skills &amp; grip</li> <li>• Serving &amp; net shots</li> <li>• Footwork &amp; movement</li> <li>• Game play &amp; tactics</li> </ul>
S3	<p>Badminton Physical Factor</p> <ul style="list-style-type: none"> <li>• Serving</li> <li>• Net shots</li> <li>• Footwork &amp; movement</li> <li>• Game play &amp; tactics</li> </ul> <p>Volleyball Social Factors</p>	<p><b>Core Mixed Range of Activities</b></p> <p><b>Badminton</b></p> <p><b>Wellness Walk</b></p> <p><b>Uni Hock</b></p> <p><b>Short Tennis</b></p> <p><b>Football</b></p> <p><b>Dodgeball</b></p> <p><b>Swedish Long Ball</b></p>

	<ul style="list-style-type: none"> <li>• Basic skills &amp; ball control (forearm pass, set, dig)</li> <li>• Serving &amp; attacking shots (underarm serve, overarm serve, spike)</li> <li>• Footwork &amp; positioning</li> <li>• Game play &amp; tactics</li> </ul>	
S4	<p>4 Domains – Sub Factors that impact on performance</p> <p>Social Emotional Mental Physical</p> <p>2 Theory</p> <p>2 Practical</p> <p>Portfolio Write UP= 9<sup>th</sup></p> <p>October</p> <p>Section 1</p> <p>Range of Sports to Interlink Theory into practical</p>	<p><b>Core</b></p> <p><b>Mixed Range of Activities</b></p> <p><b>Badminton</b></p> <p><b>Wellness Walk</b></p> <p><b>Uni Hock</b></p> <p><b>Short Tennis</b></p> <p><b>Football</b></p> <p><b>Dodgeball</b></p> <p><b>Swedish Long Ball</b></p>