

Physical Education Scheme of Work 2024-2025

Year Group(s):	7, 8 & 9
Teacher:	Fouzia Sultana and Fatema Baratyan
Reference; Individual Sports Schemes of Work updated July 2021	Health & Fitness, Nutrition, Football, Badminton, Netball, Tennis, Outdoor Activities, Rounders, Tennis, Cricket, Athletics, Fitness Testing and Swimming.

Overview of Year Group(s) To assist students to:
<p>Students will learn and accurately replicate specific techniques for a variety of fitness-based activities and Sports. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Students will gain an understanding of warm ups, cool downs and the importance of health through physical tasks. To reflect on the benefits that physical fitness gives to an individual and the implications for future life.</p> <p>Students will also have access to after school sessions, which include; Football Academy and our Cricket Academy.</p> <p>For Outdoor pursuits, Students also have access to our Combined Cadet Force, which run weekly sessions and include Residentials.</p>

Safeguarding:		<p>An environment is created where students and staff feel comfortable to express feelings and frequently do so with support from staff and the rest of the group. Students are consistently encouraged to respect and support each other in all aspects of their study with constant support from staff. Embedded in the curriculum is an awareness of personal safety and the importance of appropriate behaviour. Health and Safety in the class, School and the workplace, or home, are stressed throughout the course of study. All necessary measures are taken so that the physical environment is safe for Students.</p>				
Equality, Diversity and Inclusion:		<p>An environment is created that is free from discrimination and prejudice and provides equality of opportunity for all concerned that will help shape the development of inclusive, lifelong learning. We have a commitment to work actively towards eliminating discrimination to ensure to the best of our ability that School staff, students and clients are not discriminating against directly or indirectly because of their gender, race, disability, sexuality, nationality, religious beliefs, political inclinations, employment status, social class, caste, age, size, HIV status, marital status or individual learning needs.</p>				
Every Learner Matters:		ELM 1 Being Healthy	ELM 2 Staying Safe	ELM 3 Enjoying and Achieving	ELM 4 Making a Positive Contribution	ELM 5 Achieving Economic Well Being
Week/ Session	Topic / Content	Learning and Teaching Activities including ILT	Assessment Formative and Summative	Embedded Literacy and Numeracy	ELM Refs	Notes

1 12/09	Health and Fitness See Individual SOW	Introduce heart rate + basic step test To be able to measure resting heart and understand significance. To be able to perform the basic step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardio vascular fitness.	Assessment - circuits To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the indication that heart rate provides. To understand components of fitness involved in a circuit performance.	Students will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for Students to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.	Students to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness. Warm ups as a useful fitness tool in developing a Students physical capacity. To use images and task cards to develop skills and techniques. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this. To record heart rate and scores in a range of tasks.	All lessons start with fitness related warm-up and re-cap work of previous lesson. Make learning as active as possible Give opportunities to plan tactical and strategic ideas Differentiated tasks for varying ability
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2 19/09	Health and Fitness See SOW	Basic circuit To accurately replicate the basic technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.	Students will develop the skills necessary to compete in a number of fitness-based events. To gain a baseline experience at a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performances will be assessed.	Literacy (key words), Citizenship (sportsmanship & co-operation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data)	Highlight the possible health benefits gained from taking part in fitness-based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise. To name large muscle group. Suggest any fitness clubs/events within the school timetable and promote community links. To understand the components of skill/health related fitness and to use tests to improve these.	Students will develop and refine skills in order to complete set tasks. Students to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance. Adapt & refine these strategies to suit the activity. To encourage the ability to become a reflective learner.
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3 26/09	Health and Fitness See SOW	<p>Sustained running – cooper test</p> <p>To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved. To understand the relationship between heart rate recovery and fitness level. Components of skill related fitness</p> <p>To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.</p>	<p>Students will gain knowledge of the nature of fitness based activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self -assessment worksheets. Success criteria conveyed through Student or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed.</p>	<p>Students will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for Students to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.</p>	<p>Students to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness. Warm ups as a useful fitness tool in developing a Students physical capacity. To use images and task cards to develop skills and techniques. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this. To record heart rate and scores in a range of tasks.</p>	<p>All lessons start with fitness related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p> <p>Give opportunities to plan tactical and strategic ideas</p> <p>Differentiated tasks for varying ability</p>
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4 03/10	Health and Fitness See SOW	Boxercise To perform and accurately replicate basic punching technique. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to make decisions about refinement of technique to sustain performance.	Students will gain knowledge of the nature of fitness- based activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self- assessment worksheets. Success criteria conveyed through Student or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed.	Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data)	Highlight the possible health benefits gained from taking part in fitness -based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise. To name large muscle group. Suggest any fitness clubs/events within the school timetable and promote community links. To understand the components of skill/health related fitness and to use tests to improve these.	Students will develop and refine skills in order to complete set tasks. Students to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance. Adapt & refine these strategies to suit the activity. To encourage the ability to become a reflective learner
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5 10/10	Fitness Testing See Testing Graded Sheet Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Testing Graded Sheet	Opportunities for Students to record results, which will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.	<ul style="list-style-type: none"> • to show a starting level of fitness • to motivate or set goals • to vary an existing training programme • to monitor improvement • compare to national averages • identify strengths or weaknesses • to re-evaluate needs in training 	School Cross Country Championships.
6 17/10	Fitness Testing Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Testing Graded Sheet			

7 31/10	Football	<p>To understand the benefits of passing and where different types of passes should be used i.e. Over defensive line. . To be able to outwit opponents with a variety of passes.</p> <p>To be able to perform these passes in a small sided game.</p> <p>To be able to use the different parts of the body to control the ball. To perform and replicate different types of dribbling with control, speed and fluency in a pressured situation. To outwit opponents with the combination of advanced turns and dribbles making decisions about how best to advance on opposition</p>	<p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance.</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p> <p>Students will develop capacity to self-assess, assess others and to coach.</p>	<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>	<p>Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. To understand the type of fitness football player's need to perform at a high level.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at breaks and lunchtimes and at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches to appreciate high-quality performance • search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk
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8 07/11	Football	<p>To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play</p> <p>To perform a variety of shooting techniques on goal. i.e. low drive, chip and volley. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. success criteria. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.</p>	<p>Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to football. There will be opportunities for Students to record rules and tactics using ICT. Watch video/compare professional game. Communication, Speaking and Listening. Cooperation & working together</p>	<p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use football to develop observation skills on peer performances, skills and techniques. To develop understand of all rules during a game situation.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • the planning and playing of games, eg <i>starts, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play</i> <p>Speaking and listening – through the activities</p> <p>Students could:</p> <ul style="list-style-type: none"> • follow an argument, demonstration, etc, making notes that are then used in another task
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9 14/11	Football	Defensive Tactics To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling. To understand and appreciate the need to make decisions about choice of defensive strategy. To perform crosses using varying height, speed and positioning. To develop creativity in developing new strategies from corner kicks in attack and defence. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics. To incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.	<p>An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> preparation, <i>eg warming up, cooling down</i> assessment, <i>eg collecting and analysing data</i> <p>Speaking and listening – through the activities Students could:</p> <ul style="list-style-type: none"> collaborate with others to share information and ideas, and solve problems 	<p>Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level.</p>	<p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p>
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10 21/11	Football	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in football. Demonstrate knowledge of health and diet.	Can perform and replicate skills to a high-level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.	Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)	Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level.	Out of lessons, at home and in the community, Students could be encouraged to: <ul style="list-style-type: none"> • practice skills at breaks and lunchtimes and at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches to appreciate high-quality performance • search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk
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13 12/12	Badminton	<p>To be able to demonstrate & use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket.</p> <p>To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.</p>	<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in badminton. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to badminton. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together.</p>	<p>Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupil's physical capacity. Use badminton skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at breaks and lunchtimes and at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches to appreciate high-quality performance • search the internet to find information about sports and opportunities to take part in sports, eg www.english.sports.gov.uk
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14 19/12	Badminton	<p>To perform and replicate overhead and underarm clear with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics. To understand court marking and basic scoring. i.e. winning points and gaining serve.</p>	<p>Students will develop the skills necessary to outwit opponents. Students will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics and techniques, eg <i>goalkeeper position, base position, angles, forehand, backhand, smash, overhead, dig, set, volley, drop shot, block, push, chip, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness</i> <p>Speaking and listening – through the activities Students could:</p> <ul style="list-style-type: none"> solve a problem, consider alternatives, structure plans and organise group activity 	<p>Physical warm ups aid as a useful fitness tool in developing a Students physical capacity. Use badminton skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> practice skills at breaks and lunchtimes and at home take part in school sport, either competitively or socially join clubs in the community and/or use local facilities watch live and recorded matches to appreciate high-quality performance search the internet to find information about sports and opportunities to take part in sports, eg www.english.sports.gov.uk
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15 03/01	Badminton	<p>To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. To confidently score a game of singles. To know where the drop should be aimed for, for it to be most productive and why. To be able to accurately replicate a smash shot. To understand the importance of movement and preparation for an effective smash. To know that the Smash is an attacking shot and why. To appreciate how to adjust shot selection based on opponents positioning. To understand full badminton court markings.</p>	<p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for Students to assessment own performance and implement strategies for improvement.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to badminton. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together</p>	<p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use badminton skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics.</p>	<ul style="list-style-type: none"> ➤ Rackets & shuttlecocks ➤ Nets + posts ➤ Cones ➤ Access to information through ICT <p>Information on local clubs</p>
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16 09/01	Badminton	To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the notion of shuttle movement into space and refining tactics based on opponents weaknesses. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. To be able to assess & evaluate own performance and weaknesses.	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in badminton. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others	Through the activities in this unit Students will be able to understand, use and spell correctly words relating to: • tactics and techniques, eg <i>goalkeeper position, base position, angles, forehand, backhand, smash, overhead, dig, set, volley, drop shot, block, push, chip, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness</i> Speaking and listening – through the activities Students could: • solve a problem, consider alternatives, structure plans and organise group activity	Suggest any badminton clubs within the school timetable and promote community links. Highlight badminton-based fitness and the necessary components of fitness needed. <i>i.e. coordination</i> . Develop a deeper understanding of stretches for all major muscle group and those specific to badminton. Discuss the major benefits of being healthy and living an active lifestyle both during school and post 16.	Suggest any badminton clubs within the school timetable and promote community links. Highlight badminton-based fitness and the necessary components of fitness needed. <i>i.e. coordination</i> . Develop a deeper understanding of stretches for all major muscle group and those specific to badminton. Discuss the major benefits of being healthy and living an active lifestyle both during school and post 16.
17 16/01	Fitness Testing Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Testing Graded Sheet			

18 23/01	Fitness Testing Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Testing Graded Sheet			
19 30/01	Netball	To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small sided game to maintain ball possession & begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball.	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve. Further development - Inter house/class netball comp.	Through the activities in this unit Students will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional game. Communication. Speaking and Listening, Cooperation & Working together.	Students will learn to identify and recognise similarities in principles of attack and defence. Students will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills.	Making Informed Choices About Healthy, Active Lifestyle Highlight the benefits of taking part in netball to your long-term health. Suggest any netball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and active. To understand the type of fitness netball player's need to perform at a high level.

20 06/02	Netball	To be able to outwit opponents using learnt skills and techniques. To understand the importance of 'getting free' order to attack. To develop their understanding of strategic and tactical play to beat and outwit an opponent. To develop understanding of netball rules and court positions.	Students will be able to use information gained from analysis of performance to influence and improve play. To take the initiative and decide how to develop and improve their own progress and that of others. Peer assessment, self-assessment, modeling. Students should also evaluate their own and others performances; analyse strengths and weaknesses.	Through the activities in this unit Students will be able to understand, use and spell correctly words relating to: • tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> Speaking and listening – through the activities Students could: • collaborate with others to share information and ideas, and solve problems	Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Students will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness components netball players need to perform at a high level.	Out of lessons, at home and in the community, Students could be encouraged to: • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines
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21 13/02	Netball	<p>To be able to move accurately into a space to receive a well-timed pass.</p> <p>To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.</p>	<p>Assessment: Q & A, Formative and summative assessment.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> preparation, <i>eg warming up, cooling down</i> assessment, <i>eg collecting and analysing data</i> <p>Speaking and listening – through the activities</p> <p>Students could:</p> <ul style="list-style-type: none"> collaborate with others to share information and ideas, and solve problems 	<p>Student will develop mental capacity & creative thinking when devising & implement new tactics.</p> <p>Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use netball to develop observation skills on peer performances, skills and techniques.</p>	<p>Opportunities to referee/coach</p> <p>Students or small groups will develop communication and decision-making skills. Students will learn to identify and recognise different principles of attack and defence. Students will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution.</p>
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22 27/02	Netball	<p>To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.</p> <p>To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules and laws regarding contact. To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation</p>	<p>Students will be able to use information gained from analysis of performance to influence and improve play. To take the initiative and decide how to develop and improve their own progress and that of others. Peer assessment, self-assessment, modeling. Students should also evaluate their own and others performances; analyse strengths and weaknesses.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> preparation, <i>eg warming up, cooling down</i> assessment, <i>eg collecting and analysing data</i> <p>Speaking and listening – through the activities Students could:</p> <ul style="list-style-type: none"> collaborate with others to share information and ideas, and solve problems 	<p>Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Students will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness components netball players need to perform at a high level.</p>	<p>Opportunities to referee/coach Students or small groups will develop communication and decision-making skills. Students will learn to identify and recognise different principles of attack and defence. Students will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution.</p>
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23 06/03	Tennis	Racket & Ball familiarisation To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. To begin to think about outwitting opponents with the movement of the ball.	Assessment; To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in tennis. To know and use the different types of shots. To demonstrate a variety of tactics based on the movements of others and the ball.	Through the activities in this unit Students will be able to understand, use and spell correctly word relating to tennis. Example Ready position, strokes and shots. Opportunities for Students to record rules and tactics using ICT. Watch video/compare professional game Communication, Speaking and Listening, Cooperation & Working together.	Highlight the possible health benefits gained from taking part in tennis activities and discuss the need to stay healthy and active. Suggest any tennis clubs within the school timetable and promote community links. To understand the type of fitness tennis players need to perform at a high level.	Out of lessons, at home and in the community, Students could be encouraged to: <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines
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24 13/03	Tennis	To accurately replicate the basic technique for a forehand. To begin to outwit opponents with the use of a forehand stroke. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game of doubles.	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • tactics and techniques, <i>eg. ready position, angles, forehand, backhand, smash, overhead, volley, block, serve, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/adjustments, anticipation, fitness</i> <p>Speaking and listening – through the activities Students could:</p> <ul style="list-style-type: none"> • solve a problem, consider alternatives, structure plans and organise group activity 	<p>Students will learn to identify and recognise similarities in principles of attack and defence tactics. Students will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to umpire/coach Students or small groups will develop communication and decision-making skills.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines
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25 20/03	Tennis	Outwitting opponents To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of the basic tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas.	Assessment: Q & A, Formative and summative assessment.	Through the activities in this unit Students will be able to understand, use and spell correctly word relating to tennis. Example Ready position, strokes and shots. Opportunities for Students to record rules and tactics using ICT. Watch video/compare professional game Communication, Speaking and Listening, Cooperation & Working together	Highlight the possible health benefits gained from taking part in tennis activities and discuss the need to stay healthy and active. Suggest any tennis clubs within the school timetable and promote community links. To understand the type of fitness tennis players need to perform at a high level.	Opportunities to umpire/coach Students or small groups will develop communication and decision-making skills. Students will learn to identify and recognise similarities in principles of attack and defence tactics. Students improve tactical decisions based on movement of the ball into space and choice of skill execution.
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26 27/03	Tennis	<p>To accurately replicate the basic technique for a backhand. To understand the importance of movement and preparation for an effective backhand shot. To understand how to adjust shot selection based on opponents positioning. To be able to use the backhand and forehand strokes to return a ball accurately in a rally.</p> <p>To perform and replicate a legal tennis serve with control and timing. To understand service laws in tennis. To be able to develop cooperative and competitive rallies starting with an overhead or underarm serve. To be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics.</p>	<p>Assessment; To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in tennis. To know and use the different types of shots. To demonstrate a variety of tactics based on the movements of others and the ball</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly word relating to tennis. Example Ready position, strokes and shots. Opportunities for Students to record rules and tactics using ICT. Watch video/compare professional game Communication, Speaking and Listening, Cooperation & Working together.</p>	<p>Highlight the possible health benefits gained from taking part in tennis activities and discuss the need to stay healthy and active. Suggest any tennis clubs within the school timetable and promote community links. To understand the type of fitness tennis players need to perform at a high level.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines
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27 03/04	Outdoor Activities	<ul style="list-style-type: none"> • Develop knowledge of Warm Up • Teacher demo of warm up • Students jog in pairs to two points on field • In pairs design your own warm up <p>Timed run through 6 rugby posts Student led, progressive jogging and dynamic stretching.</p> <ul style="list-style-type: none"> • Teacher pupil Q&A about XC running <p>Run Inner X-C Course – Record Time Student led, progressive jogging and dynamic stretching.</p> <ul style="list-style-type: none"> • In 4's run as a team, pts for positions • 4's relay race - pass different objects as batons <p>Run as a train, last team does the warm down for class</p>	<p>Students will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances.</p> <p>Appropriate questioning on teaching points of the skills and processes developed as individuals and teams. Suggest alternative approaches and used + try out different approaches to achieved the desired outcome.</p>	<p>Students will be able to understand and use words relating to outdoor education, e.g. bearings, symbols, expeditions, problem solving and teamwork.</p> <p>Opportunities for Students to working together and develop. Communication; Speaking and Listening.</p>	<p>Students to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To develop mental capacity through problem solving and map reading exercises.</p>	<p>Resources include:</p> <ul style="list-style-type: none"> • maps, diagrams and photographs, etc • suitable specialist and non-specialist equipment, <i>eg ropes, compasses, canoes, life jackets</i> • appropriate clothing and footwear • controls with unique difficulties
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28 24/04	Outdoor Activities	<p>Student led, progressive jogging and dynamic stretching.</p> <ul style="list-style-type: none"> • Group reminded of previous times, and inner XC course • Last man set off first, twice around course <p>Pupils told to beat the man just in front</p> <p>Student led, progressive jogging and dynamic stretching.</p> <ul style="list-style-type: none"> • Students shown longer course – outer course • Students set off, attempt to work as team push on others <p>Student led, progressive jogging and dynamic stretching</p>	<p>Assessment: Q & A, Formative and summative assessment.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • running, <i>eg stride length and cadence, leg and arm action, head position, pacing</i> • throwing, <i>eg grip, stance, release and follow-through, angle of release</i> • jumping, <i>eg approach run, acceleration, maintaining momentum, take off and lift, arm action</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems 	<p>Highlight the benefits of OAA based events and the importance of being healthy and active. Understand the implications of heart rate and recall large muscle group names. Suggest any OAA events within the school timetable and promote community links. To understand the type of fitness gained from partaking in OAA based activities.</p>	<p>Students will develop and refine skills and tactical decisions in order to complete a given task. Students to evaluate team dynamics to gain an improvement in performance. To encourage the ability to become a reflective learner. To show and develop effective communication and leadership skills. To discuss and make decisions based on judgments and thought processes.</p>
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29 01/05	Rounders	<p>To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing & catching technique. To be able to play conditioned game in which they understand and apply basic tactics. To begin to think about outwitting opponents with the placement of the ball.</p> <p>To use both underarm & over arm throws depending on game situations. To accurately replicate long barrier and use effectively in a game. To begin to outwit opponents with the use of bating shots. To develop communication skills, teamwork through Rounders game play. To accurately replicate the correct bowling technique. To understand what makes a legal ball and penalty for persistent no balls. To play conditioned game understanding the rules and tactics. To incorporate bowling, batting, fielding into a game of Rounders.</p>	<p>Assessment. To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. The Students are to develop their knowledge and understanding of the rules of Rounders. To demonstrate a variety of tactics based on the opposition.</p>	<p>Through the activities in this unit Students will be able to understand, use and spell correctly word relating to Rounders. Example; stance, body position, follow through, no ball, batting order and field placement.</p> <p>Opportunities for Students to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation & Working together.</p>	<p>Students will develop mental capacity & creative thinking when devising & implement new tactics. Use Rounders to develop observation skills on peer performances, skills and techniques. To extend knowledge of Rounders rules and umpire calls. Students will be encouraged to evaluate games and how they outwit opponents and reasons for this. To develop mental capacity when scoring and calculating runs.</p>	<p>Students will learn to use principles of play when selecting and applying tactics to produce a successful outcome. Students will continue to develop the skills necessary to outwit opponents. Batting, bowling and fielding will be further developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
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30 08/05	Rounders	To accurately replicate the batting technique. To understand the importance of ball placement in relation to the fielders. To develop knowledge of Rounders rules and use effective communication as a team. To refine basic tactical ideas depending on successful outcomes. To understand the fielders roles and base responsibilities. To perform and replicate a combination of skills to outwit opponents in a game situation. To understand basic tactics to outwit batters & fielders respectively. To make effective evaluations of strength and weaknesses, of self and others' performance.	Be able to understand the concept of Rounders and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Students will develop capacity to self-assess, assess others and to coach.	Through activities in this unit Student will be able to understand, use and spell correctly words relating to: • tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> Speaking and listening – through the activities pupils could: • listen for a specific purpose, note the main points and consider their relevance and validity	Students will understand why regular exercise has a positive effective on their own health, fitness and social well- being. Suggest any Rounders clubs within the school timetable and promote community links. Highlight Rounders fitness needs and the necessary components of fitness needed. <i>i.e. coordination, reaction time, speed and agility.</i>	Opportunities to umpire/coach Students or small groups will develop communication, leadership and decision-making skills. Students will learn to identify and implement the principles of outwitting opposition whether fielding or batting. Students will implement strategic and tactical decisions based on the hitting/movement of the ball into space.
31 15/05	Fitness Testing Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Grading Sheet			
32 22/05	Fitness Testing Nutrition SOW	1.5 mile run Bleep test Sit & Reach Standing Jump Burpees Press Ups Sit Ups	Fitness Grading Sheet			

33 05/06	Cricket	To demonstrate & use a variety of catching styles. To be able to accurately replicate a basic throwing technique. To be able to play a conditioned game in which they understand and apply basic tactics. To develop understanding of the laws of cricket. To begin to think about outwitting opponents with the placement of the ball. To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. To begin to outwit opponents with the use of batting skills. To confidently score/officiate a kwik-cricket game.	To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The Students are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.	Through the activities in this unit Students will be able to understand, use and spell correctly words relating to cricket. Example; stance, body position, follow through, line and length, defensive strokes, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation & Working together.	Students will understand why regular exercise has a positive effect on their own health, fitness and social well-being. Suggest any cricket clubs within the school timetable and promote community links. Highlight cricket fitness needs and the necessary components of fitness needed. <i>i.e. coordination, reaction time, speed and agility.</i>	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to: • tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> Speaking and listening – through the activities pupils could: • listen for a specific purpose, note the main points and consider their relevance and validity
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34 12/06	Cricket	<p>To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries. To play conditioned game understanding rules and tactics. To incorporate bowling, batting, fielding into small sided games of Cricket.</p> <p>To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. To develop the ability to adjust shot selection based on field positioning. To develop knowledge of when to play drive.</p>	<p>Be able to understand the concept of cricket and make effective evaluations of strengths and weaknesses of performance.</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p> <p>Students will develop capacity to self-assess, assess others and to coach.</p>	<p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> listen for a specific purpose, note the main points and consider their relevance and validity 	<p>Students will develop mental capacity & creative thinking when devising & implement new tactics. Use cricket to develop observation skills on peer performances, skills and techniques.</p> <p>To extend knowledge of cricket laws and umpire signals. To develop mental capacity when scoring and calculating run rates and remaining runs. To improve physical capacity through components of fitness tests related to cricket.</p>	<p>Out of lessons, at home and in the community, Students could be encouraged to:</p> <ul style="list-style-type: none"> practice skills at home take part in school sport, either competitively or socially join clubs in the community and/or use local facilities watch live and recorded matches, to appreciate high-quality performance make up games that focus on improving technique and fitness read rule books and sports reports in newspapers and magazines
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35 19/06	Athletics	<p>To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint-start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle. To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self-performance against previous bests.</p> <p>To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take-off and landing. To understand the components of fitness involved in jumping events and the meaning of 'plyometrics training' To perform and accurately replicate the shuffle technique for shot-putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that form the full technique and begin to refine individual elements.</p>	<p>Assessment</p> <p>To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.</p>	<p>Students will use words relating to running, e.g. stride length, leg & arm action, head position & pacing. Jumping - approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release. Opportunities for Students to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Working together.</p>	<p>Students to prepare and recover from exercise safely using principle of warm up. Students will explore different the types fitness demands of athletic activities. To extend knowledge of athletic event rules and personal records. Students will be encouraged to evaluate technical elements to each event. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances.</p>	<p>Opportunities to coach Students or small groups will develop communication, leadership and decision-making skills. Students will further develop and refine skills and tactical decisions in order to run, jump or throw further. Students to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances.</p>
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36 26/06	Athletics	To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To fully understand the rules regarding the javelin throw. To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To self-assess own performance using video playback/time delay. To understand the components of fitness involved in high jump.	Assessment: Q & A, Formative and summative assessment	Through the activities in this unit Students will be able to understand, use and spell correctly words relating to: • aerobic and anaerobic exercise, <i>eg improving stamina, strength and/or suppleness</i> • training programmes, <i>eg interval, pyramid, repetitions and sets, fartlek, cross-training</i> • health-based and performance-based programmes, <i>eg judging, officiating, feedback</i>	Students will understand why regular exercise has a positive effective on their own health, fitness and social well-being. Suggest any athletics clubs within the school timetable and promote community links. Highlight athletic events and the relevant components of fitness needed. <i>i.e. coordination, reaction time, speed, balance, power and agility.</i>	Students will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Students will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Students should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style.
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