

Subject	Year	Term
Physical Education	9	Autumn 2
<b>Topic</b>		
Develop technique, game understanding and performance.		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b> Develop and embed consistency of core skills		
<ul style="list-style-type: none"> <li>• <b>Gymnastics:</b> Flight, Using formal equipment., Onto and off equipment, Shapes whilst in flight, Dive forward rolls, Formal vaulting- astride, through vaults, neck and head springs, Somersault.</li> <li>• <b>Rugby:</b> Passing, Individual, Tackling, <math>\frac{3}{4}</math> Alignment, Scrummage, Mauling, Rucking, Line-out, Game play</li> <li>• <b>Hockey:</b> Dribbling, Passing, Tackling, Receiving- trapping, Penalty corners- attack and defensive, Attacking play in modified games. 3v1, bye line- penalty spot. Defensive play- man to man marking. Full sided games</li> <li>• <b>Netball:</b> Passing recap, Turning in the air to receive a ball, Shooting, Zoning, Full sided game. Officiating a full sided game.</li> <li>• <b>Basketball:</b> Passing, Shooting, Dribbling, Footwork, Defence- 2-1-2, zone positions, Games</li> <li>• <b>Additional Fitness:</b> Importance of fitness for life, training zones, principles of training and training methods.</li> </ul>		
<b>Future Learning (Topic)</b> Embed consistency of technique, game understanding and performance		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p><b>GYM:</b> Basic movement work will be essential for all pupils, including the need for body tension. Care must be taken to ensure that pupils are given as many stimuli for ideas as possible therefore a variety of work cards and photographs essential. Pupils will be encouraged to work with a variety of pupils. Pupils will be through demonstration and explanation taught the correct way to use trampettes. The work will be covered through floor work and the use of apparatus.</p> <p><b>Rugby/Hockey/Netball:</b> Care must be taken to ensure practice is varied and challenging for all abilities. Small/ medium sized practices and possession games should be employed to further develop individual technique and to develop tactical understanding and the appreciation of the rules of the game and their importance.</p> <p><b>Basketball:</b> Introductory activities with limited opposition to include numerous touches. Aim to improve control, accuracy and decision making under pressure. e.g. 2v1, 3v2. Practice specific tactics for creating and denying space in small-sided games, 3v3, e.g. fast break. full or half court press, evaluate merits of each. Extend into greater match play. 5v5, constant referral to rules</p> <p><b>Fitness:</b> Principles of FITT, Training Zones and SPORT. Focus on active participation and fitness for life. Aerobic exercise each lesson. Interval, Circuit, Fartlek and Continuous training. Setting personal targets and improving on performance from last year.</p>	<p>Pupils to be assessed in line with grade descriptors at the end of each unit with grade and targets for improvement written on on-line assessment. Grades reported in interims.</p> <p>Core skills for assessment to include</p> <p><b>GYM:</b> Ability to perform basic range of movements with flight where appropriate. Show understanding of how to refine and improve quality of movement. Showing variety in the routines, e.g. change of speed, level and direction. Able to move large apparatus safely.</p> <p><b>Rugby/Hockey/Netball:</b> Ability to perform skills individually and in game situations. Decision making skills e.g. when/where to pass, tackle, evade. To act as officials in small/medium sized games.</p> <p><b>Basketball:</b> Ability to perform basic skills individually and in game situations, where appropriate under pressure. Decision making skills e.g. when/ where to pass, shoot etc. Understanding of specific roles in a team. To act as officials in small games.</p> <p><b>Fitness:</b> Understand principles of warm-up. Knowledge and understanding of training zones and training methods.</p>	
<b>How can parents help at home?</b>		
Continue to support participation in physical exercise. Encourage child to get involved in at least one extra-curricular club, House or School team during the year. Stress importance of sport and its role in whole body health. Linking sport with a balanced diet.		
<b>Helpful further reading/discussion</b>		
<p><b>Reading/ Vocabulary Lists</b></p> <p>Warm-up and cool down. Key muscle groups in stretching. Understanding of key words in gymnastics. Names of playing positions specific to Rugby, Hockey and Basketball. SPORT and FITT in fitness.</p>	<p><b>Numeracy</b></p> <p>Pupils can estimate time in developing sequences. Pupils can use of sports specific scoring systems in full or modified games. Estimating time and measuring distance in interval/ continuous training and timing in circuit training.</p>	<p><b>Careers Links</b></p> <p>Roles in coaching and sports leadership. Medical roles looking at cardio-vascular fitness and sports rehabilitation.</p>