

KS4 – Year 10 Year Plan

Intent

Aims of NC:

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. Pupils should be taught to:

1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Key Concepts:

The following concepts will be covered and revisited in the majority of activities taught throughout the year;

- Advanced concepts of attack and defence
- Leadership
- Planning individual fitness programmes
- Impact that an active lifestyle has on future health and well being
- To make effective choices that are of physical and mental benefit to themselves.

Curriculum end points	<p>At the end of KS4 students are expected to:</p> <ul style="list-style-type: none"> ● Have a detailed understanding of different techniques & strategies that are applied across a variety of competitive games ● Be confident to be able to officiate to a competent standard in at least one curriculum area ● Understand the physical, social and mental benefits associated with life long participation in physical activity beyond school ● Recognise the own personal strengths and areas for improvement to enable them to be competitive at interview post schooling ● Adopt positive behavior choices in all areas of schooling ● Appreciate the transferable life skills nurtured through PE
Progression to Year 10	<ul style="list-style-type: none"> ● Be able to perform skills in isolation and in a game environment with precision and control for their strongest sports/activities ● Be able to perform skills in 'weaker' activities with precision and control. ● Have a strong knowledge of the rules of all activities participating in. ● Be able to officiate all activities to a competent level. ● To be able to organise small groups and deliver a structured warm up or skills session. ● Some students will be expected to apply for and complete the Level 2 Sports Leaders Award. ● To understand the effects that exercise and physical activity has on physical, mental and social well being.
Spaced Interleaving	<p>There are no unrelated topics in PE because all key concepts and skills can be reinforced in games, individual, health and fitness and leadership activities. These activities are organised in the following way.</p> <ul style="list-style-type: none"> ● Game related activities will provide opportunities for students to transfer knowledge and recognize similarities & differences ● Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities, or general lifestyle ● Individual activities are used to develop composure, control and balance.

Student Needs	<ul style="list-style-type: none"> ● Activities can be easily adapted to support and challenge those with SEN or more able (STEP) ● Familiarity of any strategy sheets or EHCP ● Clear concise instructions ● Diagrams and demonstrations to help understanding ● TA support to work with students – this should now be as minimal as possible, students should become more self-sufficient.
Extracurricular	<p>All students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions. Students also have the opportunity to develop their leadership skills through supporting lower years extra-curricular practices. They can also support staff with delivering and leading feeder school activity sessions.</p>
Literacy & Numeracy:	<p>The main context of the vocabulary used focuses on key words and terms involved with advanced performance and game play.</p> <p>All reading is involved with improving and understanding individual and team performances in advanced situations, for example; Research basketball plays that could be used in a leadership session.</p> <p>Numeracy is taught explicitly in lessons, e.g. application of Forces, angles, modification of technique all have underlying math's principles.</p>

KS4 – Year 11 Year Plan

Intent

Aims

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. Pupils should be taught to:

1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Key Concepts

The following concepts will be covered and revisited in the majority of activities taught throughout the year;

- Advanced concepts of attack and defence in all invasion games (individual or team)
- Leadership – students are able to organise themselves and their own programme of learning.
- Planning individual fitness programmes over a series of weeks.
- Impact that an active lifestyle has on improving physical, mental and social well being
- To make effective choices that are of physical and mental benefit to themselves.
- Identify clubs and facilities that can be accessed within the local community
- To link with local clubs and invite in speakers to increase awareness and interest.

<p>Progression from Year 10</p>	<ul style="list-style-type: none"> ● Be able to perform advanced skills in isolation and in a game environment with precision and control for their strongest sports/activities ● Be able to perform skills in ‘weaker’ activities with precision and control. ● Have a strong knowledge of the rules of all activities participating in. ● Be able to officiate all activities to a competent level. ● To be able to organise small groups and deliver a structured warm up or skills session. ● Some students will be expected to apply for and complete the Level 2 Sports Leaders Award. ● To understand the effects that exercise and physical activity has on physical, mental and social well being.
<p>Spaced Interleaving</p>	<ul style="list-style-type: none"> ● There are no unrelated topics in PE because all key concepts and skills can be reinforced in games, individual, health and fitness and leadership activities. These activities are organised in the following way. ● Game related activities will be spaced between individual and health and fitness. ● Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities ● Individual activities are used to develop composure, control and balance.
<p>Progression to Post-16</p>	<p>Students will leave the HCCS with the following knowledge</p> <ul style="list-style-type: none"> ● Where to access a variety of physical activities within the local community. ● Be able to competently perform in a range of physical activities and sports. ● Be able to participate in a competitive environment. ● Understand that lifelong engagement in physical activity will not only develop physical health, mental but also social wellbeing. ● Understand the transferable character and life skills that are taught in PE can benefit them lifelong

<p>Student Needs</p> <p>SEND & HAL</p>	<ul style="list-style-type: none"> ● Activities can be easily adapted to support and challenge those with SEN – varying the equipment used – eg in Badminton or volleyball using balloons, basketball – smaller/larger sized balls ● Clear concise instructions ● Diagrams and demonstrations to help understanding ● TA support to work with students – this should now be as minimal as possible, students should become more self-sufficient. ● Given more of a leadership role to work with more able students if there are motor instruction Students will be supported with more guided, closed questioning to develop confidence and understanding. ● Open / guided learning tasks. Challenging but conditioned environments ● Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time.
<p>Extracurricular</p>	<p>All students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions.</p>
<p>Literacy & Numeracy</p>	<p>The main context of the vocabulary used focuses on key words and terms involved with advanced performance and game play. All reading is involved with improving and understanding individual and team performances in advanced situations, for example; Research basketball plays that could be used in a session. Numeracy is taught explicitly in lessons , e.g. application of Forces, angles, modification of technique all have underlying math's principles.</p>

Football

The role of a performer

Defensive strategies will be explored such as high press, zonal or offside and experimenting with formations (3,4, or 5 in defence). An understanding of why and how different defensive approaches can be effective is to be discussed and understood. Man marking v zonal marking explored with different formations and approaches. All students will be expected to develop in at least one defensive position with the more able students taking charge of the defensive unit and playing with several positions to show further competence. An understanding of attacking strategies is key to creating a defensive approach and adaptability to changing scenarios is vital. Attacking play will be explored through a variety of contexts. Formations will be experimented with and implemented. Reflection upon success of formations is key for students to appreciate what is required and what makes for a successful attacking strategy. Within their formation roles and responsibilities will be explored such as attacking with width (use of overlapping runs), attacking down the middle (1-2s from central midfield and forwards – link up play or a target man) and shot selection (power, placement, rebounds). High press and overloads are features.

The role of a Leader

Students are expected to demonstrate their effectiveness in the role of a leader. Becoming competent in leading small groups for warm ups, specific skill related practises or tactical practices where they will be given the opportunity to lead against a criteria which they will be assessed against in their assessment booklet. Personal skills such as body language, use of voice, organization, self-reflection and clarity of communication should all be considered. Additional leadership opportunities are accessible for students regarding access to the level 2 SLA. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.

The role of an Official

Officiating opportunities within football will come in two forms; referee and assistant referee. When officiating in football students will be required to explore both roles. Referee – positioning is key to be an effective referee along with use of voice, authority and K&U of rules. Students will become more effective as an official if they can justify why they are giving the decisions, demonstrating their authority and understanding. They must be able to work as a team with their assistant referees. The positional sense as a referee will also be explored. The officiating checklist in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if.

Badminton

The role of a Performer

Defensive strategies to include how to set up correct positions in doubles when attacking or defending (different formations – side by side OR front and back). Students need to understand how, why and when such strategies should be employed and also what attributes they possess that will allow them to perform effectively in their chosen position within the formation. This could be further explored to discuss how their physical attributes & strengths and weaknesses may well determine what position they adopt under such conditions (e.g. strong smash would play at back of court)

Attacking play should also be explored to look at ways in which to counter any such strategies. Where best to play shots if the opponents defence is side by side. Serve short, smash down the center, or down tramlines or use of net shots & drop shots are just some of the tactics that students should be encouraged to utilise in competitive situations. Data collection using touch maps should be analysed prior to playing opponents in order for students to demonstrate the ability to attack opponents weaker skills.

The role of a leader

Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading Badminton related warm ups, drills in isolation and tactics in competitive situations in ever changing situations. They require the organisation, inter-personal skills and knowledge to develop their own and their peers' performance as well as the confidence to provide feedback. Their body language, use of voice and encouragement should all be recognised and commented upon. Additional leadership opportunities are accessible for students regarding access to the level 2 SLA. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.

The role of an Official

Although a recognised qualification is not essential, if the student has completed a recognised award it must be acknowledged. A clear understanding of the rules is required for the higher bands, recognising all faults, with clear signaling and accurate scoring. When officiating, the student should also explain their decisions where appropriate, demonstrating authority and control of the demands of the situation. The officiating checklist in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if. Students should be able to demonstrate progress and be given extended opportunities to develop their officiating furthermore through inter house sport should they wish.

Netball

The role of a Performer

Defensive strategies include how to effectively man mark a player, looking at specific technique/ stance in order to put them under pressure within a game and isolated drills. Zone marking will be explored with effective use of marking a space either down the court or within the shooting circle. Within this zone set up students will understand the importance of peripheral vision, (being able to see the ball and the player), communication within the zone and movement in and around the shooting circle. This will then be explored through half court/full court games. Students need to understand how, why and when such strategies should be employed and also what attributes they possess that will allow them to perform effectively in their chosen position. Again, students need to recognize the logic behind the deployment of such tactics. Again their physical attributes may well determine what position they adopt under such conditions.

Attacking play should also be explored to look at ways in which to counter any such strategies. How to get free from a player, how to create space effectively on court, how to link passes and movements together to outwit opponents are just some of the tactics that students should be encouraged to utilize in competitive situations.

Rebounding again would all expect to be attempted. Students clearly recognizing the skills required to be effective in competition. Student's will look at how to get free in a 'Centre' pass, how to create space from a backline pass. Also develop their own center and backline passes as part of set plays to employ within games.

The role of a leader

Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading netball related warm ups, drills in isolation and tactics in competitive situations in ever changing situations. They require the organization, inter-personal skills and knowledge to develop their own and their peer's performance. Their body language, use of voice and encouragement should all be recognized and commented upon. Additional leadership opportunities are accessible for students regarding access to the level 2 SLA. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement. Feedback is essential within this role of a leader. Positive praise and constructive feedback to performers is a must in order for performers to progress and the leaders to see progress themselves. The leader should be prepared to plan and lead warm ups and drill practices that link to performer's abilities and look to link these drills into some conditioned games and then half court games.

The role of an Official

Although a recognized qualification is not essential, if the student has completed a recognized award it must be acknowledged. A clear understanding of the rules is required for the higher bands, recognizing all fouls, with clear signaling and accurate re-start of possession. When officiating, the student should also explain their decisions where appropriate, demonstrating authority and control of the demands of the situation. The officiating checklist in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if. Students should be able to demonstrate progress and be given extended opportunities to develop their officiating furthermore through inter house sport should they wish.

Basketball

The role of a Performer

Defensive strategies to include how to set up a zonal defense (different formations, 2-1-2, 1-3-1, 3-2) in half courts should be explored. Students need to understand how, why and when such strategies should be employed and also what attributes they possess that will allow them to perform effectively in their chosen position within the formation. This could be further explored to include full court defensive strategy to include a full court press, full court zone 2-2-1 or half court press. Again, students need to recognize the logic behind the deployment of such tactics. Again their physical attributes may well determine what position they adopt under such conditions.

Attacking play should also be explored to look at ways in which to counter any such strategies. How to break down a zone, how to escape traps and motion offense are just some of the tactics that students should be encouraged to utilize in competitive situations. Screens should be the strength of the tactics in attack, screening up, down & across would all be expected to be employed. When appropriate pick'n'rolls, boxing out and rebounding again would all be expected to be attempted. Students clearly recognizing the skills required to be effective in competition. Strong side play, baseline and sideline plays should all be covered to ensure students fully appreciate the tactical aspects of basketball.

The role of a leader

Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading basketball related warm ups, drills in isolation and tactics in competitive situations in ever changing situations. They require the organization, inter-personal skills and knowledge to develop their own and their peer's performance. Their body language, use of voice and encouragement should all be recognized and commented upon. Additional leadership opportunities are accessible for students regarding access to the level 2 SLA. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.

The role of an Official

Although a recognized qualification is not essential, if the student has completed a recognized award it must be acknowledged. A clear understanding of the rules is required for the higher bands, recognizing all fouls, with clear signaling and accurate re-start of possession. When officiating, the student should also explain their decisions where appropriate, demonstrating authority and control of the demands of the situation. The officiating checklist in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if. Students should be able to demonstrate progress and be given extended opportunities to develop their officiating furthermore through inter house sport should they wish.

Fitness

The role of a Performer

Students will perform at maximum levels across this fitness unit of work, whether it is during for example boxercise, circuit training, yoga or aerobics sessions. Performing at maximum levels include activities in which success is measured by personal best scores or times and in competition by direct comparison with others' scores or times. The main activities performers will experience are; Circuits (skill/health), Boxercise ,Yoga and Aerobics

They will show effective teamwork skills through various different tasks ie, bootcamp boxercise drill and circuit training competitions. They will also manage themselves when organising equipment and setting out their own circuits. They will independently devise boxercise, aerobics and yoga routines, to deliver to other peers in the group. Students will self and peer assess during lessons using a set criteria and constructively feedback to one another accordingly. They will learn how to be creative thinkers through this process of creating and delivering routines.

The role of a leader

Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading fitness related warm ups, yoga routines, circuit training plans, boxercise routines etc. Their confidence and leadership skills should be seen throughout these activities. They require the organisation, inter-personal skills and knowledge to develop their own and their peers' performance. Their body language, use of voice and encouragement should all be recognized and commented upon. Additional leadership opportunities are accessible for students regarding access to the level 2 SLA. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.

Feedback is essential within this role of a leader. Positive praise and constructive feedback to performers is a must in order for performers to progress and the leaders to see progress themselves. The leader should be prepared to plan and lead routines which will suit all learners' abilities, but challenging peers will also be a goal of the leaders'.