

PE Long term plans

Year 7: students have two lessons of PE per week and each lesson is one hour long. Throughout the year students will be taught nine different sports from the plan below. Sports will be taught in different orders depending on which group the student is in.

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Football Basketball	Badminton Fitness	Table Tennis Rugby	Netball	Athletics Tennis	Cricket Rounders
Learning objectives Substantive and procedural knowledge covered in the unit	<p><u>Football</u></p> <ul style="list-style-type: none"> - know how to pass the ball with control over a short distance -know how to dribble the ball with control over a short distance -know how to control the ball before making a pass -know the technique needed to have a shot at goal -know how to pass and move into space <p><u>Basketball</u></p> <ul style="list-style-type: none"> -know how to pass the ball over different distances: chest pass, bounce pass, shoulder pass -know how to dribble the ball -know how to shoot using the BEEF technique -know how to perform a lay - up -know how to defend an opponent 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> -know how to correctly hold the racquet -recognise the different court lines -know how to correctly serve (forehand and backhand) and the rules about serving - know the technique needed to perform an overhead clear -know when a overhead clear shot would be performed -know the technique needed to perform a drop shot -know when a drop shot would be performed -know the technique needed to perform an underarm clear -know when a underarm clear would be performed -know the technique needed to perform a backhand shot -know when a backhand shot would be performed <p><u>Fitness</u></p> <ul style="list-style-type: none"> -know how to safely use the equipment in the fitness suite -know the principles of training and how they are used in a training programme -know the skill and health related components -know how to design a fitness programme and design one for themselves -know how to safely apply overload 	<p><u>Table Tennis</u></p> <ul style="list-style-type: none"> -know how to hold the racquet correctly -know how to perform the backhand push shot -know how to serve in table tennis -know the rules about serving -know how to perform the forehand drive -know how to add topspin onto the forehand drive shot -know the rules of table tennis <p><u>Rugby</u></p> <ul style="list-style-type: none"> -know how to grip the ball -know how to carry the ball using two hands -know how to correctly pass the ball -know the rules about passing the ball in rugby -know how to tackle safely -know the rules about tackling in rugby -know how to 'play the ball' in rugby -know how to perform a side step and spin to outwit a defender 	<p><u>Netball</u></p> <ul style="list-style-type: none"> -know how to pass the ball correctly -know how to perform the correct footwork -know how to pivot -know the rules about footwork in netball -know how to correctly defend or 'mark' someone in netball -know how to dodge an opponent and 'get free' -know the different netball positions and the role that they play within the team -know the court areas that each player is allowed to go in 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -know how to perform a sprint start -know how to pass the relay baton using the 'upsweep' and 'downsweep' technique -know how to 'pace' during a middle or long distance running event -know the techniques needed to correctly perform the long jump -know the techniques needed to correctly perform the triple jump -know the techniques needed to correctly perform the shot putt -know the techniques needed to correctly throw the javelin -know the techniques needed to correctly throw the discus <p><u>Tennis</u></p> <ul style="list-style-type: none"> -know how to correctly hold the racquet -know what the ready position is and demonstrate it -know the different court lines and what they symbolise -know how to perform the forehand groundstroke -know how to perform the backhand groundstroke -know how to perform an underarm serve -know how to score correctly in a game of tennis 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> -know how to catch correctly using the cup catch and skim catch technique -know how to perform the long barrier whilst fielding -know why we perform the long barrier technique -know how to correctly bowl the ball at the stumps -know how to correctly hold the bat -know how to correctly perform a variety of batting strokes <p><u>Rounders</u></p> <ul style="list-style-type: none"> -know how to catch correctly in relation to where the ball is (high or low) -know how to correctly throw the ball over and under arm -know how to perform the long barrier whilst fielding -know why we perform the long barrier technique -know how to bowl correctly -know how to bat correctly -know the scoring system in rounders
Key ideas/ Themes:	<p><u>Football</u></p> <ul style="list-style-type: none"> -passing -shooting -ball control -passing and moving -dribbling <p><u>Basketball</u></p> <ul style="list-style-type: none"> -passng -dribbling -shooting -lay - up -defending 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> -grip -court lines -serving -overhead clear -drop shot -underarm clear -backhand shots <p><u>Fitness</u></p> <ul style="list-style-type: none"> -Principles of training: specificity, progression, overload, reversibility, tedium - Repetitions and sets -Weight -Health related components: muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition -Skill related components: balance, power, coordination, agility, reaction time, speed 	<p><u>Table Tennis</u></p> <ul style="list-style-type: none"> -grip -serving -forehand drive -topspin -backhand <p><u>Rugby</u></p> <ul style="list-style-type: none"> -ball handling -carrying the ball into space -passing -tackling -playing the ball 	<p><u>Netball</u></p> <ul style="list-style-type: none"> -passing -footwork -pivoting -defending -positions 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -sprint start -power -reaction time -upsweep and downsweep -pacing - long jump -triple jump -javelin -shot putt -discuss <p><u>Tennis</u></p> <ul style="list-style-type: none"> -grip -movement -coordination -forehand -backhand -serve -scoring system 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> -skim catch -cup catch -fielding -long barrier -bowling -batting <p><u>Rounders</u></p> <ul style="list-style-type: none"> -catching, high and low -over arm throw -underarm throw -long barrier -bowling -batting -scoring system

PE Long term plans

<p>Prerequisite knowledge:</p>	<p><u>Football from KS2</u> -know to use the inside of the foot to pass over a short distance -stop the ball by putting the foot on top of the ball -use the laces of the boot when connecting with the ball to have a shot -once passed the ball move into space to try and receive the ball again -use the inside and outside the foot to dribble the ball</p> <p><u>Basketball from KS2</u> -W position on the back of the ball to pass -step into the pass to achieve more power -use the fingers to dribble the ball and not the palm of the hand - bend the knees and keep eyes up -BEEF shooting technique: balance, eyes, elbow, flexion -person on person defence</p>	<p><u>Badminton from KS2</u> -it is very unlikely that students will have learnt any badminton skills prior to this scheme of work.</p> <p><u>Fitness from KS2</u> -students may have some knowledge of the different components of fitness but it is unlikely that they have designed a fitness programme using the principles of training</p>	<p><u>Badminton from KS2</u> -it is very unlikely that students will have learnt any table tennis skills prior to this scheme of work</p> <p><u>Rugby from KS2</u> -students may have played tag rugby in key stage two -know that the ball has to be passed backwards and you are not allowed to drop the ball -know that when someone has scored a try is awarded -if you are tackled you have to stop and play the ball</p>	<p><u>Netball from KS2</u> -know that they are not allowed to move with the ball -know some of the positions on a netball team -know that you have to be 1 metre away from the person with the ball -know that you have three seconds to pass or shoot</p>	<p><u>Athletics from KS2</u> -know that they need to react to the whistle as quickly as possible in a running event -know that they must place the baton in the hands of the next team mate, it cannot be thrown -know that they need to jump as far as possible in the long jump -other field events are likely to have not been taught</p> <p><u>Tennis from KS2</u> -it is very unlikely that students will have learnt any tennis skills prior to this scheme of work</p>	<p><u>Cricket from KS2</u> -know that they have to bowl overarm -know that they do not need to run after every bowl -6 balls in an over -know that they have two hands on the bat</p> <p><u>Rounders from KS2</u> -know that they have to bowl underarm -know that the ball has to be enough the knee and below the head -know to score half a rounder they must hit the ball and get to second base without stopping -know to score a full rounder they must hit the ball and get to fourth base without stopping -know that if they hit the ball backwards they have to wait at first base until the ball travels over the batting line</p>
<p>Outcomes (Stickable- output that the student produces to demonstrate their knowledge)</p>	<p><u>Football</u> -be able to pass the ball in pairs using the inside of the foot with control -be able to pass the ball with control and accuracy in a small sided game -be able to have a shot at goal both in isolation and in a small sided game - be able to dribble the ball attempting to keep the head up both in isolation and a small sided game -be able to receive the ball, pass the ball and move into space -be able to control the ball once it has been received to either make another pass or dribble into space - be able to officiate a small sided game</p> <p><u>Basketball</u> -be able to pass the ball using a variety of passes in isolation and a small sided game -be able to pass with accuracy and power -be able to dribble the ball in isolation and a small sided game with the dominant hand -be able to dribble the ball using both hands and keeping a guard up -be able to shoot using the BEEF technique in isolation and a small sided game -be able to attempt a lay - up in isolation -be able to demonstrate person on person marking in a small sided game -be able to officiate a small sided game</p>	<p><u>Badminton</u> -be able to grip the racquet correctly and be in the 'ready position' -be able to serve using the backhand and underarm serve -be able to explain the rules regarding serving -be able to perform the overhead clear, putting the shuttle over the head of their partner -be able to perform the drop shot, putting the shuttle in front of their partner -be able to perform the underarm clear, putting the shuttle over the head of their partner -be able to perform a backhand shot, putting the shuttle into space -be able to officiate a game</p> <p><u>Fitness</u> -be able to use the equipment in the fitness suite safely using the correct technique -be able to define the principles of training -be able to set a personal goal for one of the health or skill related components of fitness -be able to design a fitness programme, demonstrating knowledge of repetitions and sets -be able to apply the principle of overload to my programme -be able to evaluate my progress at the end of the programme</p>	<p><u>Table Tennis</u> -be able to grip the table tennis bat correctly -be able to perform the backhand push shot in isolation and in a game situation -be able to perform a legal serve in isolation and in a game situation -be able to explain the rules of serving -be able to perform the forehand drive in isolation and in a game situation -be able to explain the rules of table tennis and officiate a game</p> <p><u>Rugby</u> -be able to grip the ball correctly and carry the ball into space with two hands -be able to pass the ball correctly and backwards in isolation and in a small sided game -be able to tackle safely and using the correct technique in isolation and in a small sided game -be able to play the ball once they have been tackled -be able to outwit a defender in a small sided game -be able to officiate a small sided game</p>	<p><u>Netball</u> -be able to pass the ball correctly in isolation and in a small sided game -be able to perform the correct footwork in isolation and in a small sided game -be able to explain the rules about footwork -be able to pivot correctly in isolation and in a small sided game -be able to dodge an opponent to get free in isolation and a small sided game -be able to identify the seven different netball positions -be able to identify the different court areas each position is allowed to go in -be able to play a certain position in a game -be able to officiate a game</p>	<p><u>Athletics</u> -be able to perform the correct sprint start technique -be able to perform the correct baton handover in isolation and in a competitive race -be able to explain the rules about the baton handover -be able to plant their foot and drive upwards in order to jump as far as possible -be able to link the hop, skip and jump phases in the triple jump -be able to push the shot putt from the neck moving from a low to high position -be able to throw the javelin from a high to low position and follow through -be able to perform the correct technique to throw the discus as far as possible</p> <p><u>Tennis</u> -be able to grip the racquet correctly -be able to identify the different lines on the tennis court -be able to perform a forehand groundstroke to a partner -be able to perform a backhand groundstroke to a partner -be able to perform an underarm serve to start a rally -be able to officiate a game of tennis using the correct scoring system</p>	<p><u>Cricket</u> -be able to catch the ball correctly using the skim catch and cup catch under no pressure and under pressure in a game situation -be able to perform the long barrier in isolation and in a small sided game to stop the ball -be able to bowl the ball overarm towards the stumps -be able to explain the rules about bowling -be able to grip the cricket bat correctly -be able to perform a variety of cricket shots in isolation and in a small sided game -be able to officiate a cricket match</p> <p><u>Rounders</u> -be able to catch the ball correctly under no pressure and under pressure in a game situation -be able to throw the ball underarm and overarm correctly under no pressure and under pressure in a game situation -be able to bowl correctly and within the rules of the game -be able to explain the rules of bowling -be able to perform the long barrier in isolation and under pressure in a game situation -be able to make contact with the ball in order to try and score a half or full rounder -be able to officiate a game of rounders</p>

PE Long term plans

Year 8: students have two lessons of PE per week and each lesson is one hour long. Throughout the year students will be taught nine different sports from the plan below. Sports will be taught in different orders depending on which group the student is in.

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Football Basketball	Badminton Fitness	Table Tennis Rugby	Netball	Athletics Tennis	Cricket Rounders
Learning objectives Substantive and procedural knowledge covered in the unit	<p>Football</p> <ul style="list-style-type: none"> - know how to pass the ball with pace and accuracy over a short distance -know how to dribble the ball with pace and accuracy over a short distance -know how to control the ball and change direction -know the technique needed to have a shot at goal using the laces -know how to pass and receive the ball in space <p>Basketball</p> <ul style="list-style-type: none"> -know how to pass the ball with pace and accuracy -know how to pass the ball over different distances: chest pass, bounce pass, shoulder pass -know how to dribble the ball whilst avoiding a defender -know how to perform a set shot -know how to perform a jump shot -know how to perform a lay - up from both sides of the basket -know how to defend an opponent using different methods 	<p>Badminton</p> <ul style="list-style-type: none"> -know how to perform a low forehand serve -know how to return the serve, selecting the correct shot - know the technique needed to perform an overhead clear moving the opponent to the back of the court -know the technique needed to perform a smash shot -know when the smash shot would be performed -know how to play shots when close to the net -know the technique needed to perform a forehand drive <p>Fitness</p> <ul style="list-style-type: none"> -know how to safely use the equipment in the fitness suite -know how to warm up and cool down safely -know what circuit training is and what it involves -know what continuous training is and what it involves -know what fartlek training is and what it involves -know what interval training is and what it involves -know what plyometric training is and what it involves 	<p>Table Tennis</p> <ul style="list-style-type: none"> -know how to perform a forehand push serve -know how to perform the backhand push shot applying spin -know how to perform the forehand drive with pace and accuracy -know how to perform the backhand drive shot -know how to link shots together, playing the correct shots at the correct time -know what tactics are and how to apply them to a game <p>Rugby</p> <ul style="list-style-type: none"> -know how to correctly pass the ball with pace and accuracy -know how to draw a defender in before passing the ball -know how to tackle safely -know the rules about tackling in rugby -know how to 'play the ball' in rugby to start a set play -know how to perform a side step with pace and accuracy to outwit a defender -know how to kick the ball from the hands 	<p>Netball</p> <ul style="list-style-type: none"> -know how to pass the ball correctly with pace and accuracy -know how to pivot and when it should be used -know how to drive towards the ball and eliminate a defender -know to mark a defender in order to be able to intercept the ball -know the different netball positions and the role that they play within the team -know the court areas that each player is allowed to go in -know the correct shooting technique that is needed in netball 	<p>Athletics</p> <ul style="list-style-type: none"> -know how to perform a sprint start using the three components effectively -know how to pass the relay baton using 'downsweep' technique -know how to 'pace' during a middle or long distance running event -know the techniques needed to correctly perform the long jump -know the techniques needed to correctly perform the triple jump -know the techniques needed to correctly perform the shot putt -know the techniques needed to correctly throw the javelin -know the techniques needed to correctly throw the discus <p>Tennis</p> <ul style="list-style-type: none"> -know how to perform the forehand groundstroke with pace and accuracy -know how to perform the backhand groundstroke with pace and accuracy -know the techniques needed to serve overarm -know the techniques needed to perform a volley -know the techniques needed to perform a drop shot -know how to apply tactics to a game of tennis 	<p>Cricket</p> <ul style="list-style-type: none"> -know the skills needed to field effectively -know how the bowl correctly using the star technique -know the technique needed to perform a drive -know the technique needed to perform a pull shot -know how to make the correct batting calls and put the ball into space -know how to outwit an opponent in a competitive situation <p>Rounders</p> <ul style="list-style-type: none"> -know how to catch correctly in relation to where the ball is (high or low) consistently -know to correctly applying fielding techniques -know how to apply spin to the ball whilst bowling -know how to adapt the batting technique in order to place the ball into space -know the roles required of each position -know how to outwit an opponent in a competitive game
Key ideas/ Themes:	<p>Football</p> <ul style="list-style-type: none"> -passing -shooting -ball control -passing and moving -dribbling <p>Basketball</p> <ul style="list-style-type: none"> -passng -dribbling -set shot -jump shot -lay - up -defending 	<p>Badminton</p> <ul style="list-style-type: none"> -serving -returning -overhead clear -smash shot -net play -forehand drive <p>Fitness</p> <ul style="list-style-type: none"> -warm up and cool down -circuit training -continuous training -fartlek training -interval training -plyometric training 	<p>Table Tennis</p> <ul style="list-style-type: none"> -serving -forehand drive -backhand push -shot sequencing -tactics <p>Rugby</p> <ul style="list-style-type: none"> -passing -tackling -playing the ball -side step -kicking 	<p>Netball</p> <ul style="list-style-type: none"> -passing -footwork -pivoting -defending -positions -shooting 	<p>Athletics</p> <ul style="list-style-type: none"> -sprint start -power -reaction time -downsweep -pacing - long jump -triple jump -javelin -shot putt -discuss <p>Tennis</p> <ul style="list-style-type: none"> -forehand -backhand -serve -volley -drop shot -tactics 	<p>Cricket</p> <ul style="list-style-type: none"> -fielding -bowling - drive shot -pull shot -batting calls -space -outwit an opponent <p>Rounders</p> <ul style="list-style-type: none"> -fielding -bowling -spin -batting -positions -outwit an opponent
Prerequisite knowledge:	Football from Year 7 -students will have completed a football scheme of work in year 7 and will have learnt the basic techniques of passing, dribbling, shooting, ball control and moving into space	Badminton from Year 7 -students will have completed a badminton scheme of work in year 7 and will have learnt the basic techniques of serving, how to perform the overhead clear and return the shuttle	Table Tennis from Year 7 -students will have completed a table tennis scheme of work in year 7 and will learnt the basic techniques of serving, forehand and backhand shot and the rules of the game	Netball from year 7 -students will have completed a netball scheme of work in year 7 and will have learnt the basic techniques of passing, footwork, how to use elimination skills,	Athletics from Year 7 -students will have completed a athletics scheme of work in year 7 and will have learnt the basic techniques of each event.	Cricket from year 7 -students will have completed a cricket scheme of work in year 7 and will have learnt the basic techniques of throwing, catching, fielding, bowling and batting

PE Long term plans

	<p><u>Basketball from Year 7</u> -students will have completed a basketball scheme of work in year 7 and will have learnt the basic techniques of passing, dribbling, shooting and defending</p>	<p><u>Fitness from Year 7</u> -students will have completed a fitness scheme of work in year 7 and have knowledge and experience of using the fitness suite</p>	<p><u>Rugby from Year 7</u> -students will have completed a rugby scheme of work in year 7 and have learnt the basic techniques of passing, tackling, and how to outwit an opponent</p>	<p>defending and the different positions in netball</p>	<p><u>Tennis from Year 7</u> -students will have completed a tennis scheme of work in year 7 and know how to grip the racquet correctly, and the basic techniques needed for forehand and backhand strokes</p>	<p><u>Rounders from Year 7</u> -students will have completed a rounders scheme of work in year 7 and know the basic techniques needed to field, bowl, bat correctly</p>
<p>Outcomes (Stickable- output that the student produces to demonstrate their knowledge)</p>	<p><u>Football</u> -be able to pass the ball with pace and accuracy in isolation -be able to pass the ball with pace and accuracy in a small sided game -be able to dribble the ball with pace and accuracy keeping the head up both in isolation and a small sided game -be able to control the ball once it has been received and change direction -be able to have a shot at goal using the boot laces both in isolation and in a small sided game -be able to receive the ball in space, pass the ball, and move into a new space -be able to officiate a small sided game</p> <p><u>Basketball</u> -be able to successfully pass the ball with pace and accuracy -be able to pass the ball to a teammate in space, selecting the correct pass -be able to dribble the ball using both hands in isolation and a small sided game -be able to demonstrate the correct technique when performing a set shot -be able to demonstrate the correct technique when performing a jump shot -be able to attempt a lay-up from both sides of the basket -be able to demonstrate person on person marking and also the half court press in a small sided game -be able to officiate a small sided game</p>	<p><u>Badminton</u> -be able to perform a low forehand serve -be able to perform the overhead clear moving the opponent to the back of the court to create space at the front of the court -be able to perform the smash shot to win the point -be able to perform a sequence of net shots keeping the shuttle close to the net -be able to perform a forehand drive into space away from the opponent -be able to officiate a game using the correct scoring system</p> <p><u>Fitness</u> -be able to use the equipment in the fitness suite safely using the correct technique -be able to explain what circuit training is and complete a teacher led session -be able to explain what continuous training is and complete a teacher led session -be able to explain what fartlek training is and complete a teacher led session -be able to explain what interval training is and complete a teacher led session -be able to explain what plyometric training is and complete a teacher led session</p>	<p><u>Table Tennis</u> -be able to perform a forehand push serve with pace and accuracy -be able to perform a backhand push shot applying top spin in isolation and in a game situation -be able to perform the forehand drive with pace and accuracy in isolation and in a game situation -be able to link shots together to win a point -be able to apply tactics to win a point -be able to explain the rules of table tennis and officiate a game</p> <p><u>Rugby</u> -be able to pass the ball correctly with pace and accuracy in isolation and in a small sided game -be able to draw a defender in before passing the ball backwards to a teammate -be able to tackle safely and using the correct technique in isolation and in a small sided game -be able to play the ball once they have been tackled to start a set play to try and create a try scoring opportunity -be able to outwit a defender using the side step in a small sided game -be able to kick the ball from the hands in isolation and in a small sided game -be able to officiate a small sided game</p>	<p><u>Netball</u> -be able to pass the ball with pace and accuracy in isolation and in a small sided game -be able to perform the correct footwork and use the pivot in the correct situations -be able to eliminate a defender using a variety of techniques -be able to identify the seven different netball positions -be able to mark a defender, applying the correct rules, and go for an intercept -be able to identify the different court areas each position is allowed to go in -be able to play a certain position in a game -be able to shoot using the correct technique in isolation and under pressure in a small sided game -be able to officiate a game</p>	<p><u>Athletics</u> -be able to perform the correct sprint start technique, applying the three components effectively -be able to perform the correct baton handover whilst looking forward and receiving the baton on the move -be able to use their arms and legs in together in order to jump as far as possible -be able to link the hop, skip and jump phases in a fluid movement -be able to correctly apply the step sequence before pushing the shot putt -be able to correctly apply the step sequence before throwing the javelin -be able to gain momentum using the correct arm action before throwing the discus</p> <p><u>Tennis</u> -be able to perform a forehand groundstroke to a partner with pace and accuracy -be able to perform a backhand groundstroke to a partner with pace and accuracy -be able to perform an overarm serve linking the different actions together -be able to perform a volley in isolation and in a game situation -be able to perform a drop shot in isolation and in a game situation -be able to play a net shot in isolation and in a game situation -be able to explain what tactics are and apply them in a game situation to win a point</p>	<p><u>Cricket</u> -be able to apply different fielding techniques effectively in order to try and get an opponent out -be able to apply the star bowling technique in order to try and hit the stumps -be able to apply the technique needed to perform a drive shot in isolation and in a game situation -be able to apply the techniques needed to perform a pull shot in isolation and in a game situation -be able to make the correct batting calls in order to score runs -be able to apply the techniques of batting, fielding and bowling to try and outwit an opponent</p> <p><u>Rounders</u> -be able to catch the ball using the correct techniques consistently in isolation and in a competitive situation -be able to make effective fielding decisions in a competitive situation -be able to apply spin to the ball whilst bowling -be able to adapt the batting stance in order to be able to place the ball into space when batting -be able to explain the roles required of each position and effectively play a variety of positions -be able to outwit an opponent in a competitive situation with effective, bowling, fielding and batting skills</p>

PE Long term plans

Year 9: students have two lessons of PE per week and each lesson is one hour long. Throughout the year students will be taught nine different sports from the plan below. Sports will be taught in different orders depending on which group the student is in.

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Football Basketball	Badminton Fitness	Table Tennis Rugby	Netball	Athletics Tennis	Cricket Rounders
Learning objectives Substantive and procedural knowledge covered in the unit	<p><u>Football</u></p> <ul style="list-style-type: none"> - know how to pass the ball with pace and accuracy whilst under pressure -know how the technique needed to mark an opponent and make a tackle -know how to link the skills of passing, moving and turning -know the technique needed to have a shot at goal using the laces with pace and accuracy -know how to pass and receive the ball in space with pace and accuracy <p><u>Basketball</u></p> <ul style="list-style-type: none"> -know how to perform a jump shot to outwit a defender -know how to 'fake' and then perform a layup -know how to perform zonal marking -know how to use the three man weave as an attacking technique -know the importance of 'post play' and how to execute it -know how to apply all the skills learnt to competitive situations 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> -know how to perform a backhand serve with pace and accuracy -know how the technique needed to perform a push shot -know the technique needed to perform a backhand drive -know how to play net shots with pace and accuracy -know how to perform shots close to the net to move the opponent around the court -know the technique needed to perform the backhand clear <p><u>Fitness</u></p> <ul style="list-style-type: none"> -know how to safely use the equipment in the fitness suite -know what the principles of training are -know what the principle of specificity means and involves -know what the principle of progression means and involves -know what the principle of overload means and involves -know what the principle of reversibility means and involves 	<p><u>Table Tennis</u></p> <ul style="list-style-type: none"> -know how to perform a serve applying top spin -know how to serve tactically -know how to perform a chop shot -know how to apply attacking shots in competitive situations -know the rules of doubles and how to apply them -know how to apply tactics to singles and doubles <p><u>Rugby</u></p> <ul style="list-style-type: none"> -know how to correctly pass the ball with pace and accuracy -know how to draw a defender in before passing the ball -know how to run with the ball, and know how to serve and side step -know how to defend as a line and why it should happen -know how to attack under pressure -know the rules of rugby and how to implement the skills of passing, tackling and kicking 	<p><u>Netball</u></p> <ul style="list-style-type: none"> -know how to pass the ball correctly with pace and accuracy -know how to outwit an opponent using a variety of techniques -know how to effectively mark to avoid giving a penalty away -know how to correctly apply the footwork rule -know the technique needed in order to effectively shoot -know how effectively position themselves and apply tactics within a game 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -know how to perform a sprint start using the three components effectively -know how to pass the relay baton using 'downsweep' technique to a moving teammate -know how to 'pace' during a middle or long distance running event -know the techniques needed to correctly perform the long jump -know the techniques needed to correctly perform the triple jump -know the techniques needed to correctly perform the shot putt -know the techniques needed to correctly throw the javelin -know the techniques needed to correctly throw the discus <p><u>Tennis</u></p> <ul style="list-style-type: none"> -know how to perform the forehand groundstroke with pace and accuracy placing the ball into space -know how to perform the backhand groundstroke with pace and accuracy placing the ball into space -know the techniques needed to serve overarm and diagonally -know the techniques needed to perform a volley -know the techniques needed to perform a drop shot -know how to apply tactics to a game of tennis 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> -know the skills needed to field effectively and be performed with accuracy -know how the bowl correctly using spin and demonstrating pace -know the technique needed to perform defensive shot -know the skills and techniques needed when playing the position of wicket keeper -know how to outwit an opponent in a competitive situation <p><u>Rounders</u></p> <ul style="list-style-type: none"> -know how to catch correctly in relation to where the ball is (high or low) consistently -know to throw the ball effectively over a longer distance -know how to perform the long and short barrier effectively -know how to apply spin to the ball whilst bowling -know how to adapt the batting technique in order to place the ball into space -know the roles required of each position -know how to outwit an opponent in a competitive game
Key ideas/ Themes:	<p><u>Football</u></p> <ul style="list-style-type: none"> -passing -defending -shooting -ball control -passing and moving -dribbling <p><u>Basketball</u></p> <ul style="list-style-type: none"> -jump shot -lay - up -zonal marking -three man weave -post play 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> -serving -push shot -backhand drive -net play -backhand clear <p><u>Fitness</u></p> <ul style="list-style-type: none"> -principles of training -specificity -progression -overload -reversibility -tedium 	<p><u>Table Tennis</u></p> <ul style="list-style-type: none"> -serving -spin -chop shot -shot sequencing -tactics in singles and doubles <p><u>Rugby</u></p> <ul style="list-style-type: none"> -passing -tackling -defending -side step -rules 	<p><u>Netball</u></p> <ul style="list-style-type: none"> -passing -footwork -defending -positions -shooting 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -sprint start -power -reaction time -downsweep -pacing - long jump -triple jump -javelin -shot putt -discuss <p><u>Tennis</u></p> <ul style="list-style-type: none"> -forehand -backhand -serve -volley -drop shot -tactics 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> -fielding -bowling -defensive -wicket keeping -outwit an opponent <p><u>Rounders</u></p> <ul style="list-style-type: none"> -fielding -bowling -spin -batting -positions -outwit an opponent

PE Long term plans

<p>Prerequisite knowledge:</p>	<p><u>Football from Year 8</u> -students will have completed a football scheme of work in year 8 and will have started to master the skills of passing, dribbling, shooting, ball control and moving into space</p> <p><u>Basketball from Year 8</u> -students will have completed a basketball scheme of work in year 8 and will have started to master the techniques of passing, dribbling, shooting and defending</p>	<p><u>Badminton from Year 8</u> -students will have completed a badminton scheme of work in year 8 and will have started to master the techniques of the different shots required in badminton</p> <p><u>Fitness from Year 8</u> -students will have completed a fitness scheme of work in year 8 and have knowledge and experience of using the fitness suite and using different methods of training</p>	<p><u>Table Tennis from Year 8</u> -students will have completed a table tennis scheme of work in year 8 and will have started to master the techniques needed in table tennis</p> <p><u>Rugby from Year 8</u> -students will have completed a rugby scheme of work in year 8 and will have started to master the techniques needed in rugby</p>	<p><u>Netball from year 8</u> -students will have completed a netball scheme of work in year 8 and will have started to master the techniques needed for netball</p>	<p><u>Athletics from Year 8</u> -students will have completed an athletics scheme of work in year 8 and will have started to master the techniques needed for each event.</p> <p><u>Tennis from Year 8</u> -students will have completed a tennis scheme of work in year 8 and will have started to master the different shots needed in tennis</p>	<p><u>Cricket from year 8</u> -students will have completed a cricket scheme of work in year 8 and will have started to master the skills needed for cricket</p> <p><u>Rounders from Year 8</u> -students will have completed a rounders scheme of work in year 8 and will have started to master the different skills needed in rounders</p>
<p>Outcomes (Stickable- output that the student produces to demonstrate their knowledge)</p>	<p><u>Football</u> -be able to pass the ball with pace and accuracy using both feet whilst under pressure -be able to effectively mark an opponent and make a clean tackle to win the ball -be able to link the skills of passing, moving and turning to evade an opponent in isolation and in a competitive situation -be able to pass the ball with pace and accuracy in a small sided game -be able to have a shot at goal using the boot laces both with pace and accuracy to score a goal -be able to receive the ball in space, pass the ball, and move into a new space with pace and accuracy - be able to officiate a small sided game</p> <p><u>Basketball</u> -be able to perform the jump shot consistently and accurately in isolation and in a competitive situation -be able to 'fake' before performing a lay up from both sides of the basket -be able to apply zonal marking in a competitive situation -be able to correctly demonstrate the three man weave in isolation and in a competitive situation -be able to correctly demonstrate the correct 'post play' in isolation and in a competitive game -be able to officiate a small sided game</p>	<p><u>Badminton</u> -be able to perform a low backhand serve -be able to perform a push shot in isolation and in a competitive situation -be able to perform a backhand drive keeping the shuttle close to the net in isolation and in a game situation -be able to perform a sequence of net shots keeping the shuttle close to the net -be able to add spin to the shuttle in order to make the shuttle tumble -be able to perform a backhand clear and push the opponent to the back of the court -be able to officiate a game using the correct scoring system</p> <p><u>Fitness</u> -be able to use the equipment in the fitness suite safely using the correct technique -be able to identify the principles of training -be able to define the principle of specificity and complete a session applying this principle -be able to define the principle of progression and complete a session applying this principle -be able to define the principle of overload and complete a session applying this principle -be able to define the principle of reversibility and complete a session avoiding applying this principle</p>	<p><u>Table Tennis</u> -be able to accurately serve applying top spin and in a competitive situation -be able to serve tactically and adapt the serve performed -be able to perform a chop shot in isolation and in a competitive situation -be able to accurately link attacking shots together in order to win a point -be able to explain the rules when playing doubles and correctly demonstrate them in a competitive game -be able to apply tactics to both singles and doubles games to win points</p> <p><u>Rugby</u> -be able to pass the ball correctly with pace and accuracy in isolation and in a small sided game -be able to draw a defender in before passing the ball backwards to a teammate -be able to run towards an opponent and effectively serve or side step to avoid a tackle in isolation and in a small sided game -be able to defend as a line to stop a try scoring opportunity -be able to attack under pressure, using a range of passing and footwork skills -be able to explain the rules of rugby and implement them into a game -be able to officiate a small sided game</p>	<p><u>Netball</u> -be able to accurately apply the correct pass in competitive situations -be able to outwit an opponent using a dodge, double dodge and a spin in isolation and in a competitive situation -be able explain the rules of defending and effectively mark in a competitive situation staying within the law of the game -be able to demonstrate the correct footwork in a competitive situation -be able to shoot from different positions in the shooting circle unopposed and under pressure -be able to correctly position themselves within a competitive game in both attack and defense -be able to officiate a game</p>	<p><u>Athletics</u> -be able to perform the correct sprint start technique, applying the three components effectively, gradually moving into an upright position and showing acceleration -be able to perform the correct baton handover whilst looking forward, receiving the baton on the move, demonstrating good communication skills -be able to accelerate into the jump in order to gain more power at the take off -be able to accelerate into the hop phase and successfully link the hop, skip and jump -be able to push the shot putt with speed and correctly demonstrate the follow through -be able to link the movements with speed to generate power when releasing the javelin -be able to link the movements with speed to generate power when releasing the discus</p> <p><u>Tennis</u> -be able to perform a forehand groundstroke with pace and accuracy putting the ball into space -be able to perform a backhand groundstroke with pace and accuracy putting the ball into space -be able to perform an overarm serve linking the different actions together and serve diagonally -be able to perform a volley keeping a strong wrist in order to put the ball into space -be able to perform a drop shot putting the ball into space -be able to play a net shot in order to win a point -be able to explain what tactics are and apply them in a game situation to win a point</p>	<p><u>Cricket</u> -be able to apply different fielding techniques effectively in order to try and get an opponent out -be able to bowl the ball correctly with pace and spin -be able to apply the technique needed to perform a defensive shot in isolation and in a game situation -be able to apply the techniques needed to effectively play the role of wicket keeper -be able to apply the techniques of batting, fielding and bowling to try and outwit an opponent</p> <p><u>Rounders</u> -be able to catch the ball using the correct techniques consistently in isolation and in a competitive situation, and go on to make the correct fielding decision -be able to throw the ball with pace and accuracy in isolation and under pressure to try and stop the opponent scoring -be able to apply spin to the ball under disguise whilst bowling -be able to adapt the batting stance in order to be able to place the ball into space when batting -be able to explain the roles required of each position and effectively play a variety of positions -be able to outwit an opponent in a competitive situation with effective, bowling, fielding and batting skills</p>

PE Long term plans

Year 10: NCFE Level ½ Health and Fitness

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	1.1 The skeletal system	1.2 The muscular system	1.3 The respiratory system 1.4 The cardiovascular system	1.5 Energy systems 2.1 Effects of health and fitness activities on the body	3.1 Health related and skill related components of fitness 3.2 components of fitness	4.1 Principles of training and FITT
Learning objectives Substantive and procedural knowledge covered in the unit	-know the structure of the skeleton -know the functions of the skeleton -know the different types of bones -know the different types of joints -know the different actions joints allow -know the structure of the synovial joint -know the structure of the spine -know the different types of poor posture	-know the different types of muscle -know the structure of the muscular system -know the different movements muscles allow -know how muscles contract -know the different muscle fibre types -know which performers require which fibre type	-know the structure of the respiratory system -know the functions of the respiratory system -know the process of diffusion and gaseous exchange -know the different respiratory measurements -know the changes that happen to respiratory measurements during exercise <u>The CV system</u> -know the structure and function of the blood vessels -know the process of blood redistribution -know the structure of the heart -know the cardiac cycle -know the cardiovascular measurements -know what blood pressure is and the factors that affect it	-know the differences between the aerobic and anaerobic energy systems <u>Effects of health and fitness</u> -know the short - term effects of exercise -know the long - term effects of exercise	-know the health related components of fitness -know the skill related components of fitness	-know the principles of training -know the principles of overload
Key ideas/ Themes:	-axial and appendicular skeleton -functions of the skeleton: movement, protection, shape, blood cell production, storage of minerals -types of bone: long, short, flat, irregular, sesamoid -types of joint: fixed, slightly moveable, synovial -joint actions: abduction, adduction, flexion, extension, plantar flexion, dorsiflexion -knee joint: synovial fluid, synovial membrane, cartilage, joint capsule, ligaments, tendons -spine: cervical, thoracic, lumbar, sacrum, coccyx Posture, lordosis, kyphosis, scoliosis	-cardiac, skeletal, smooth -flexion, extension, abduction, adduction -isotonic, isometric, concentric, eccentric -slow twitch, fast twitch	-nose, mouth, pharynx, larynx, trachea, bronchi, bronchioles, alveoli -oxygen, carbon dioxide -high and low concentration -inspiration, expiration -tidal volume, inspiratory reserve volume, expiratory reserve volume, residual volume <u>The CV system</u> -arteries, veins, capillaries -vascular shunt, vasodilation, vasoconstriction -arteria, ventricles, pulmonary artery, pulmonary vein, vena cava, aorta -cardiac output, stroke volume, heart rate	-aerobic energy system -anaerobic energy system <u>Effects of health and fitness</u> -short term: heart rate increases, breathing rate increases, body temp increases, muscle fatigue, sweating -long term: CV endurance increases, muscular endurance increases, muscular hypertrophy, lower resting heart rate, increased flexibility, decreased resting heart rate	Health: muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition Skill: balance, power, coordination, agility, reaction time, speed	Principles of training: specificity, progression, overload, reversibility, tedium Overload: frequency, intensity, time, type
Prerequisite knowledge:	-students may have learnt about the skeleton in Science -students will have learnt about the skeleton in their PE lessons in KS3	-students will have learnt about the different skeletal muscles in their PE lessons in KS3	-students may have learnt about the cardiovascular system and respiratory system in Science	-students will have learnt about the short and long term effects of exercise in their PE lessons in key stage 3	-students will have learnt about the components of fitness when they completed their fitness schemes of work in key stage 3	-students will have learnt about the principles of training when they completed their fitness scheme of work in key stage 3
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	-be able to label a diagram of the skeleton and identify the different types of bone -be able to explain the functions of the skeleton -be able to identify the different types of joints and link the actions to sporting movements -be able to label the synovial knee joint -be able to label the spine and identify different type of posture	-be able to label the muscular system -be able to apply sporting examples to sporting movements -be able to identify muscular contractions that occur within sporting movements -be able to explain how muscles work in antagonistic pairs -be able to identify the characteristics of different muscle fibres	-be able to label the structure of the respiratory system -be able to explain the process of gaseous exchange and diffusion -be able to explain the process of inspiration and expiration -be able to identify what happens to lung volumes during exercise <u>The CV system</u> -be able to identify the structure of the blood vessels -be able to define the term vascular shunt, vasodilation and vasoconstriction and explain why it is important during exercise -be able to label to structure of the heart -be able to identify the step by step process of the cardiac cycle -be able to describe the relationship between cardiac output, stroke volume and heart rate	-be able to explain the difference between the aerobic and anaerobic energy systems <u>Effects of health and fitness</u> -be able to identify the short and long term effects of exercise -be able to define the short and long term effects of exercise -be able to explain how health and fitness affects the factors identified	-be able to identify the health and skill related components of fitness -be able to define the health and skill related components of fitness -be able to link the health and skill related components of fitness to sporting examples -be able to explain why the health and skill related components are important in the sporting examples identified	-be able to identify the principles of training and the principles of overload -be able to define the principles of training and the principles of overload -be able to apply the principles of training and overload to a training programme -be able to explain why the principles of training and overload are important within a training programme

PE Long term plans

Year 11: NCFE Level ½ Health and Fitness

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	6.1 Lifestyle factors 5.1 fitness testing 5.2 Training methods	5.3 Optimising a health and fitness programme 7.1 Health and fitness analysis and goal setting 8.1 The structure of a health and fitness programme	students to start their coursework - the synoptic project students have 23 hours to complete the project, NCFE will send the project brief	students to continue to work on their synoptic project once the deadline is reached, marking and moderation to take place Revision for the exam	Revision for the exam	
Learning objectives Substantive and procedural knowledge covered in the unit	<u>Lifestyle factors</u> -know the different lifestyle factors of activity levels, diet and rest and recovery <u>Fitness testing</u> -know the tests that are conducted to test the health related components of fitness -know the tests that are conducted to test the skill related components of fitness -know how and why normative data is used -know the difference between validity and reliability <u>Training methods</u> -know the methods of training that can be used as part of a training programme	<u>Fitness programmes</u> -know the different heart rate zone requirements to work aerobically and anaerobically -know the difference between repetitions and sets <u>Health and fitness analysis and goal setting</u> -know to collect, use, analyse, and evaluate data -know how to set SMART goals <u>The structure of a health and fitness programme</u> -components of a health and fitness programme -Health and safety -The session plan -warm up and cool down -main activity session -reviewing the activity session	-implement the knowledge learnt to complete the synoptic project -project will involve designing a four week training programme for one health related component and one skill related component	-know how to answer exam style questions -revisit all exam topics and apply knowledge to exam style questions	-know how to answer exam style questions -revisit all exam topics and apply knowledge to exam style questions	
Key ideas/ Themes:	-activity levels, diet, rest and recovery -muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition -balance, power, coordination, agility, reaction time, speed -data -continuous, fartlek, interval, plyometric, weight, circuit training	-aerobic and anaerobic training zones -maximum heart rate -repetitions and sets -data collection -specific, measurable, achievable, realistic, time bound -warm up and cool down -risk assessment -evaluation	-health and skill related components of fitness -training programmes -principles of training	-A01: identify key terms and definitions -A02: apply key terms to sporting examples -A03: evaluate, analyse, explain key terminology	A01: identify key terms and definitions -A02: apply key terms to sporting examples -A03: evaluate, analyse, explain key terminology	
Prerequisite knowledge:	-students will have some knowledge of the fitness tests as they may have completed them in their key stage 3 PE lessons -students will have some knowledge of the training methods from key stage 3	-students will know how to count repetitions and sets -students will have prior knowledge of how to design a training programme from key stage 3	-students have been taught all the information that they need to know to complete the project throughout year 10 and 11	-students have been taught all the information that they need to know for the exam throughout year 10 and 11	-students have been taught all the information that they need to know for the exam throughout year 10 and 11	
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	-be able to identify and explain different lifestyle factors -be able to identify the tests that are used for the health and skill related components of fitness -be able to conduct the tests -be able to record the results from the test -be able to compare the result to normative data -be able to identify the different methods of training -be able to explain the different methods of training	-be able to identify the different training zones and apply them to a training session -be able to design a training session accurately applying repetitions and sets -be able to use questionnaires to collect data -be able to evaluate the data that has been gathered -be able to identify what SMART stands for -be able to explain why SMART goals should be set -be able to set SMART goals for a client -be able to design a training session for each method of training including a warm up, main activity and cool down	-be able to define the health and skill components of fitness that have been stated in the brief -be able link the component to sporting examples -be able to explain why the components benefit performance -be able to use fitness analysis tools and evaluate the results -be able to conduct fitness tests, record results and compare the results to normative data -be able to set SMART targets for the client -be able to design a four week training programme for the two components demonstrating knowledge of SPORT and FITT	-be able to define key terms -be able to apply key terms to sporting examples -be able to evaluate, analyse and explain key terminology	-be able to define key terms -be able to apply key terms to sporting examples -be able to evaluate, analyse and explain key terminology	



Co-op Academy
Grange

PE Long term plans

	-be able to design a training session using the appropriate method of training	-be able to complete a risk assessment -be able to evaluate the training session and make adaptations	-be able to evaluate the effectiveness of the training programme			
--	--	--	--	--	--	--