

Subject	Year	Term
Physical Education	10	Summer 1
<b>Topic</b>		
Develop Tactics, Strategies and Technique through summer sports. Develop leadership roles. Consolidate an understanding of Healthy Active Lifestyle through Fitness.		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b> Key Stage 3 embedding consistency of technique, game understanding and performance through striking/fielding games, net games.		
The intent for Key Stage 4 is on engagement, enjoyment, creating a supportive learning environment and promoting lifelong participation in sport. We also intend to support students in their understanding of how sport can support their physical, social and mental well-being into adulthood.		
Boys and girls will complete a rotation of different activities on their KS4 PE journey alongside a comprehensive extra-curricular house, district, county and regional representative offering.		
Sports rotations in the Summer term are selected from:		
Cricket, Rounders, Softball, Tennis and extra-curricular Athletics		
<b>Future Learning (Topic)</b> Enhance understanding of Tactics, Strategies and Technique through games. Further develop leadership roles. Encourage Fitness for life and prepare for sport post 16		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p><b>STRIKING/FIELDING GAMES:</b> Practices will always involve the basic principles of bowling, batting and fielding. These skills can be developed through a variety of drills and games. Care must be taken to ensure any such practice is varied and challenging for all abilities. Modified games will be employed to further develop individual technique and to enhance tactical understanding and appreciation of rules of the game and their importance. Full, recognised versions of the game should be employed where appropriate Pupils should be involved in “coaching” and officiating to develop their understanding of the game.</p> <p><b>NET GAMES:</b> Basic stroke work will remain essential for all pupils. Care must be taken to ensure any practice is varied and challenging for all abilities. Conditioned and full games should be employed to further develop individual technique and to develop tactical understanding and appreciation of rules of the game and their importance. These games should be developed and enlarged where appropriate (i.e. doubles). Pupils experience role of umpire/scorer in singles and doubles play.</p> <p><b>ATHLETIC ACTIVITIES:</b> Relevant warm-up routines should be developed, preparing the circulatory and skeletal, muscular systems for exercise. Students given the opportunity to select chosen events in preparation for competition. Event specific techniques and rules of competition to be developed. Leadership roles given to most able supporting lower age groups.</p>	<p>Pupils to be assessed in line with expected Key Stage 4 progression. Effort and progress reported in termly interims, parents evenings and full report.</p> <p>Core skills for assessment to include:</p> <p>Ability to perform skills individually and in game situations, where appropriate under pressure.</p> <p>Understanding of specific roles in a team and tactical awareness.</p> <p>Ability to act as officials in small and full size games.</p> <p>Ability to assist with and on occasion lead, teaching within lesson structure and demonstrate confidence, technique and understanding in developing tactical play.</p> <p>Understand principles of warm-up and cool-down particularly relevant to activity.</p>	
<b>How can parents help at home?</b>		
Encourage students to eat healthy and participate in some form of physical activity outside of school. Also encourage engagement in extra-curricular school sport and representation. Discuss the importance of the role of sport in developing their child’s physical, mental and social well-being alongside the school’s well-being aims.		
<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 terms and technical language in selected activities. Fielding positions and placements.</p>	<p><b>Numeracy</b></p> <p>Pupils can use of sports specific scoring systems in full or modified games. Measuring and timing in athletic activities</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>