

Subject	Year	Term
Physical Education	11	Spring 1
Topic		
Enhance understanding of Tactics, Strategies and Technique through games. Further develop leadership roles. Encourage Fitness for life and prepare for sport post 16		
Content (Intent)		
Prior Learning (Topic) Enhance understanding of Tactics, Strategies and Technique through games. Further develop leadership roles. Encourage Fitness for life and prepare for sport post 16		
The intent for Key Stage 4 is on engagement, enjoyment, creating a supportive learning environment and promoting lifelong participation in sport. In Year 11 the focus is on game play and active sports participation as a balance to GCSE subjects. We also intend to support students in their understanding of how sport can support their physical, social and mental well-being into adulthood and encourage coaching and leadership roles outside of school. 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 Autumn and Spring term are made up of the following activities: Badminton, CV Sessions, Football, Hockey, Netball, Power Walking, Rugby, Table Tennis, Volleyball, Weight Training and Yoga		
Future Learning (Topic) Enhance understanding of Tactics, Strategies and Technique through summer options. Further develop leadership roles. Encourage Fitness for life and prepare for sport post 16		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>INVASION GAMES: Warm-up activities will focus on basic skills and will be led by students in groups. Q+A feedback on drills after each warm-up session. Games central to main session with pupils experiencing full sided games if numbers allow or small-sided games if not. Focus will be on rules, tactics, and positional play which students discuss and develop within teams. Competition should be added in lessons developed over a series of lessons if possible. Existing skills refined in competitive game situations. Pupils should be involved in coaching and officiating. Pupils given the opportunity to plan team tactics that involve everyone playing to their own strengths.</p> <p>NET GAMES: Basic skills will be part of pupil led warm-ups each lesson. In volleyball lessons teachers to lead new skills. Game play is the main focus of each unit with full court competitive games used. This may take a series of lessons and can be split between singles/ doubles in badminton dependant on the skill level of the group and full sided team games in volleyball. Different skills and tactics developed within games alongside positional play with full game scoring and rules adopted in all cases. Pupils experience role of umpire/scorer in singles and doubles play.</p> <p>FITNESS ACTIVITIES: Relevant warm-up routines should be developed, preparing the circulatory and skeletal, muscular systems for exercise. Students continue to use circuit cards in fitness suite to achieve a balanced work out over each lesson recording progress and avoiding tedium. Practices should wherever possible involve the pupils in physical activity highlighting understanding and the appreciation of a principle of training. Students will discuss the importance of setting realistic fitness goals and will demonstrate and practice ways to avoid risk and injury during exercise.</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>	
How can parents help at home?		
Parents should continue to encourage pupils to engage in sport as part of supporting mental, social and physical health during their GCSE examination year. Engagement in extra-curricular school clubs and house matches should also be encouraged alongside developing an interest in life long participation post 16.		
Helpful further reading/discussion		
Reading/ Vocabulary Lists Warm-up and cool down. Sets and Reps in weights. Key muscle groups in stretching. Understanding of key terms and technical language in selected activities.	Numeracy Pupils can use of sports specific scoring systems in full or modified games. Understanding of how weights can be used to develop strength/endurance.	Careers Links Roles in coaching and sports leadership. Medical roles looking at cardio-vascular fitness and sports rehabilitation. A Level PE qualifications post 16.