

Subject	Year	Term
Physical Education	9	Summer 1
<b>Topic</b>		
Embed consistency of technique, game understanding and performance.		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b> Embed consistency of technique, game understanding and performance.		
<ul style="list-style-type: none"> <li>• <b>Athletics:</b> Throwing techniques, Jumping techniques. Tactics and rules of competition.</li> <li>• <b>Cricket:</b> Seam bowling, Leg and off break. Front foot drive on/off. Cut shot. Communication. E.g. running between the wickets and backing up. Wicket keeping. Walking in and placing of a field.</li> <li>• <b>Rounders:</b> Fielding Skills, Bowling, Batting, Full games, introduction to team tactics.</li> <li>• <b>Tennis:</b> Groundstrokes, Volley- low angled volley, Service- forehand/backhand placement. 2<sup>nd</sup> serve, Serve return, Smash-hand and racket feed, Drop and lob shot, Games- full and conditioned. Tactics in play.</li> <li>• <b>Athletics Fitness:</b> Starting. Sprint and standing. Sprinting. 100.200, 300, 400 and relay. Introduce tactical awareness of each. Middle distance. 800 and 1500. Introduce tactical awareness of each.</li> </ul>		
<b>Future Learning (Topic)</b> Introduction to Key Stage 4 curriculum.		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p><b>Athletics:</b> Jumping. Extension of common root principles, basic jumps to include measuring run up and importance of speed at take-off to initiate height or distance. Differentiate tasks e.g. use of different distance boards in triple jump. Measure and record.</p> <p>Throwing. Extension of common root principles, include use of run up or rotation to increase momentum e.g. six pace run up in javelin. Measure and record.</p> <p><b>Cricket/Rounders:</b> Practices will always involve the basic principles of bowling, batting and fielding. 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 of rules of the game. Full, recognised versions of the game should be employed where appropriate.</p> <p><b>Tennis:</b> Introduction activities with feeder or opposition aim to improve control, accuracy and decision making with or without pressure, 1's, 1v1, 2v2. Introduce targets with points system to allow for placement of shots. Rehearse game situations to improve shot making 1v1, 2v2. Introduce serve and assess rules and tactics.</p> <p>Small court signals and doubles games</p> <p><b>Athletics Fitness:</b> Extension of skill work through repetition. Individual refinement of skills across activities, teacher and pupil-initiated learning. Aim to improve control precision and speed.</p> <p>Pairs cadence work through short sprints, use of arms and legs in pick up and extension. 800/1500 use of pace and tactics.</p>	<p>Pupils to be assessed in line with grade descriptors at the end of each unit with grade and targets for improvement written on PE record sheets in their planners. Grades reported in interims.</p> <p>Core skills for assessment to include</p> <p><b>Athletics:</b> Measurement and timing compared against Key Stage 3 bronze, silver, gold target sheet. Measurement against school records, district and county times/ distances/ heights.</p> <p><b>Cricket/Rounders:</b> Ability to perform skills individually and in a game situation. To include shot selection, where to bowl etc.</p> <p>Decision making skills. e.g. When to run, where to throw to. Setting fields for certain batsmen etc. Act as umpire in games</p> <p><b>Tennis:</b> Ability to perform basic skills individually and in a game situation. Decision making skills e.g. which shot to use and when. To act as officials in small, modified games.</p>	
<b>How can parents help at home?</b>		
Encourage child to get involved in at least one extra-curricular club, House or School team during the year and regular 3 minute run. Stress importance of sport and its role in whole body health. Linking sport with a balanced diet.		
<b>Helpful further reading/discussion</b>		
<p><b>Reading/ Vocabulary Lists</b></p> <p>Warm-up and cool down.</p> <p>Key muscle groups in stretching.</p> <p>Understanding of key terms and technical language in athletics and tennis.</p> <p>Names of playing positions specific to Rounders and Cricket.</p>	<p><b>Numeracy</b></p> <p>Pupils can estimate time in developing sequences. Pupils can use of sports specific scoring systems in full or modified games.</p> <p>Estimating time, pacing and measuring distance in athletic activities.</p>	<p><b>Careers Links</b></p> <p>Roles in coaching and sports leadership.</p> <p>Medical roles looking at cardio-vascular fitness and sports rehabilitation.</p>