

Subject	Year	Term
Physical Education	9	Spring 1
Topic		
Embed consistency of technique, game understanding and performance.		
Content (Intent)		
Prior Learning (Topic) Develop technique, game understanding and performance.		
<ul style="list-style-type: none"> • Badminton: Grip and stance, Service, Clear, Drop shot, Smash, Outwitting an opponent., Conditioned and half court games • Tag Rugby: Passing, $\frac{3}{4}$ Alignment, defensive alignment, Offside laws. Game play • Football: Receiving and sending the ball in small sided games, Dribbling, Block and slide tackle. Shooting. Goalkeeping in small drills. Set pieces. Full sided games. Rules and officiating. • Handball: Passing and receiving the ball. Movement and dribbling. Shooting and footwork. Defence and goalkeeping. Full sided games, rules and officiating • Additional OAA: Teamwork skills, problem solving, pacing, estimating distances, map skills. 		
Future Learning (Topic) Embed consistency of technique, game understanding and performance.		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Badminton: Whole group teaching reinforcing basic skills through practise and demonstration. Modified games such as king of the court to maintain some level of game realism. Use of target games using either spots or hoops to mark areas for serve, drop, smash or clear. Modified points scoring to reward correct shot selection. Half court games to improve stamina and footwork as well as shot placement with correct scoring. More emphasis on outwitting and moving an opponent during play through shot selection. Introduction of doubles play and serve rotation.</p> <p>Tag Rugby/Football/Handball: Basic ball work will remain essential for many pupils. Care must be taken to ensure any practice is varied and challenging for all abilities. Small sided practices and possession games employed to further develop individual technique and to develop tactical understanding and of the rules of the game and their importance. These games should be developed and enlarged where appropriate. Pupils to further enhance their knowledge and ability in chosen specific positional roles</p> <p>OAA: : Team building challenges looking at problem solving. Aim to assess the processes used by pupils to achieve success and analyse failure. Map reading, pacing and orienteering skills in semi competitive situations.</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>Badminton: Ability to perform skills individually and in doubles situations, where appropriate under pressure. Decision making skills e.g. which shot to use and when. Understanding of singles and doubles play. Ability to act as an official.</p> <p>Tag Rugby/Football/Handball: Ability to perform basic skills individually and in game situations, where appropriate under pressure. Decision making skills eg when/where to pass, shoot. To act as officials in small games.</p> <p>OAA: Pupil's ability to work within a team. Ability to overcome a challenge. Pupils demonstrate good communication skills through different roles.</p>	
How can parents help at home?		
Continue to support participation in physical exercise. Encourage child to get involved in at least one extra-curricular club, House or School team during the year. Stress importance of sport and its role in whole body health. Linking sport with a balanced diet.		
Helpful further reading/discussion		
<p>Reading/Vocabulary lists</p> <p>Warm-up and cool down. Key muscle groups in stretching. Understanding of key words in gymnastics. Names of playing positions specific to Tag Rugby, Football Badminton and Handball. Map and orienteering skills.</p>	<p>Numeracy</p> <p>Pupils can estimate time in developing sequences. Pupils can use of sports specific scoring systems in full or modified games. Estimating time, pacing and measuring distance in OAA group tasks.</p>	<p>Careers Links</p> <p>Roles in coaching and sports leadership. Medical roles looking at cardio-vascular fitness and sports rehabilitation.</p>