

	Topic Objectives	Knowledge	Skills	Scaffold & Challenge	Numeracy, Literacy, SMSC, Fundamental British Values	Pride in the Solent, Cultural Capital, Careers
Autumn	<p><b>Develop and apply different tactics, strategies and/or dynamics within a variety of physical activities.</b></p> <p><i>identify key principles of gameplay such as width and depth and how they might be used in a variety of sporting activities</i></p> <p><i>To show leadership by selecting different tactics and strategies appropriately to be used in a variety of contexts</i></p> <p><i>To show effective communication skills when working with a team to apply different tactics and strategies</i></p>	<ul style="list-style-type: none"> <li>Understand and demonstrate when and how to use width and depth in attack in a number of physical activities</li> <li>Understand and demonstrate how to defend correctly using the principles of delay and pressure in a number of physical activities</li> <li>Explain how the principles above transition between a number of activities with relevant examples</li> <li>Appropriate use of man to man and zonal marking in defence</li> <li>Demonstrate a wide range of tactics with success in a range of physical activities</li> <li>Create and implement formations in games play that will have a positive impact on performance</li> <li>Understand a number of different playing positions in a range of physical activities</li> <li>Explain the different physical attributes that might be suited to specific playing positions or performers</li> </ul>	<ul style="list-style-type: none"> <li><b>INITIATIVE</b></li> <li>Problem Solving</li> <li>Decision Making</li> <li>Communication</li> <li>Development of a range of invasion games skills</li> <li>Link components of fitness to a range of physical activities</li> <li>Demonstrate how components of fitness will be used in a range of physical activities</li> <li><b>COMMUNICATION</b></li> <li>Decision making</li> <li>Analytical skills</li> <li>Transferable skills across a range of physical activities</li> <li>Demonstrate a range of components of fitness in a range of physical activities</li> <li><b>LEADERSHIP</b></li> <li>Decision making</li> <li>Communication</li> <li>How to warm up effectively</li> <li>A range of warm up ideas and techniques</li> <li>How to communicate effectively with members of a group</li> <li>Lead small groups to warm up effectively</li> </ul>	<ul style="list-style-type: none"> <li>Size of grid</li> <li>Size of ball</li> <li>Overload defenders</li> <li>Apply pressure to decision making</li> <li>Adapt rules to apply increased pressure on support</li> <li>Use of video to model correct responses</li> <li>Adapt exercises to increase challenge</li> <li>Less rest</li> <li>Evaluate individual's performance</li> <li>Opportunity for feedback</li> <li>Apply pressure to decision making</li> <li>Adapt rules to apply increased pressure on support</li> <li>Use of video to model correct responses</li> <li>Adapt drills to increase difficulty</li> <li>Increase intensity of drills so students have to think/cope under pressure</li> <li>Use of differentiated drills</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Keeping score in tasks and games</li> <li>Addition/multiplication/division/subtraction functions when organising groupings</li> <li>Tally Charts</li> <li>Use of angles when supporting/realigning</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Use of key vocabulary when problem solving</li> <li><b>Alphabet Soup</b> A modified version of quite a normal warm up activity. In Alphabet Soup give each students a tennis ball to be throwing and catching and moving around with – on each tennis ball there is a letter – on the call of the teacher the students have to form words as quickly as they can</li> <li><b>Letter Slide.</b> Arrange your class into small teams and make the above with tennis balls and cones. leave one cone free – students must relay race out and move only a letter that is next to the free cone. They must take one go at a time and try to arrange the letters to form a word before the other teams have finished.</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>PE in general teaches students about a code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards</li> </ul>	<p><b>Pride in the Solent</b></p> <ul style="list-style-type: none"> <li>Links to local clubs including Fareham Heathens, Portsmouth, Gosport and Fareham</li> <li>Army and Navy links and the game at Twickenham</li> <li>Portsmouth FC</li> <li>Southampton FC</li> <li>Fareham Town</li> <li>Gosport borough</li> <li>Solent Kesterals</li> <li>Portsmouth athletics club</li> <li>Southampton Athletics club</li> <li><b>GB3-</b> Engagement in independent thinking and teamwork activities</li> <li>Understanding of social mobility and class</li> <li><b>GB4</b> – Ability to construct clear and succinct responses under pressure. The requirement and opportunity for all citizens to play a constructive role in society and sport regardless of background. Examples of <b>BAME</b>, female and <b>LGBTQ+</b> Rugby players: Sam Stanley, Keegan Hirst, Louisa Wall, Jen Kish, Gareth Thomas, Nigel Owens</li> <li>Nicola Adams</li> </ul>

Spring	Understand and develop leadership, officiating and/or choreography skills in a variety of physical activities.	<p><i>Shows confidence when taking on different leadership roles, and respect when working with others</i></p> <p><i>Can explain and demonstrate the key attributes of an effective sports leader</i></p>	<ul style="list-style-type: none"> <li>Lead groups in a number of activities including a warm up, skills-based task in a range of activities</li> <li>Development of key attributes such as use of their voice, use of the whistle, verbal and non-verbal communication</li> <li>Learn how to officiate a number of physical activities effectively</li> <li>Create their own activities and rules and officiate effectively</li> <li>Take on a range of leadership roles within the group including a manager or coach</li> </ul>	<ul style="list-style-type: none"> <li><b>LEADERSHIP</b></li> <li>Listen to others ideas</li> <li>Value everyone's voice</li> <li>Collaborative problem solving</li> <li>Decision making to overcome a problem</li> <li>Decision making under pressure</li> <li>When to attack and defend</li> <li>Communication</li> <li><b>RESILIENCE</b></li> <li>Importance of resilience</li> <li>Importance of sportsmanship</li> <li>How to act appropriately in success and defeat</li> <li>Act appropriately when tasks become challenging</li> </ul>	<ul style="list-style-type: none"> <li>Adapt rules so students are put under increasing pressure</li> <li>Increase intensity of the drills</li> <li>Adjust size of targets</li> <li>Application of different rules within skills/drills to apply pressure</li> <li>Adapt rules so students are put under increasing pressure</li> <li>Increase intensity of the drills</li> <li>Adjust size of targets</li> <li>Application of different rules within skills/drills to apply pressure</li> <li>Adapt rules so students are put under increasing pressure</li> <li>Increase intensity of the drills</li> <li>Adjust size of targets</li> <li>Application of different rules within skills/drills to apply pressure</li> </ul>	<ul style="list-style-type: none"> <li>students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</li> <li>The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.</li> <li>Promote fair play and team work in lessons</li> <li>– Encourage good sportsmanship throughout</li> <li>– Respect with equipment both when using it and when storing it</li> <li>– Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.</li> <li>– Respect for their facilities and the environment they are active in</li> <li>Listening to teacher and peer feedback on particular sporting skills</li> <li>Promote trust with peers through team building activities</li> </ul>	
Summer	Development and application of advanced level skills in a variety of physical activities.	<p><i>Can successfully link complex skills in competitive situations with few unforced errors</i></p> <p><i>Apply components and principles of gameplay successfully across a variety of activities, whilst fully complying to the rules of the activity</i></p>		<ul style="list-style-type: none"> <li><b>LEADERSHIP</b></li> <li>Use of the whistle</li> <li>Communication of rules to team mates and peers</li> <li>Decision making</li> <li>Analysis of gameplay</li> <li>Analysis of skills</li> <li>Justification of decisions</li> <li>Communication</li> <li>Organisation</li> <li><b>COMMUNICATION</b></li> <li>Use of the whistle</li> <li>Different positions and the impact positive/negative on performance</li> <li>Analysis skills</li> <li>Positive/negative impact of COF on a range of physical activities</li> <li>How to improve specific COF</li> <li>Training methods</li> </ul>			