

	Topic Objectives	Knowledge	Skills	Scaffold & Challenge	Numeracy, Literacy, SMSC, Fundamental British Values	Pride in the Solent, Cultural Capital, Careers
Autumn	<p><i>Can demonstrate a number of skills confidently in a variety of sporting contexts</i></p> <p><i>Identify and link the principles of gameplay to various full context sporting activities, explaining their importance</i></p> <p><i>Can apply a range of principles of play from width, depth, penetration, pressure, cover and support to a variety of situations in order to gain success</i></p> <p><i>Can make informed decisions when under pressure during a variety of sporting contexts to achieve the desired outcome</i></p>	<ul style="list-style-type: none"> <li>Students consolidate skills that have been taught in year 7 alongside the development of more advanced skills and their application to a variety of different sporting contexts.</li> <li>Students make links between how different skills can transition between a number of activities whilst reinforcing the components of fitness that underpin them</li> <li>Students learn to identify how different skills can be used in a variety of physical activities which could include, invasion games, net and wall games dance or gymnastics</li> <li>Students demonstrate how a range of skills can be used in a variety of physical activities which could include, invasion games, net and wall games dance or gymnastics</li> <li>Students can explain the importance of health and fitness and the positive/negative impact it can have on their lives</li> <li>Students to continue to underpin their knowledge of components of fitness by exploring how they can have a positive or negative effect gameplay in a range of physical activities which could include, invasion games, net and wall games, dance or gymnastics</li> <li>Students analyse their own and other performance and suggest how particular principles of play can have a positive/negative effect on performance in a range of physical activities which could include, invasion games, net and wall games dance or gymnastics</li> <li>Students can identify and explain how different components of fitness are transferrable across a range of physical activities giving specific examples</li> <li>Can select appropriate principles and explain why certain principles are required and others may be less relevant.</li> <li>Can justify why principles of gameplay are crucial to success in different activity areas</li> <li>Can demonstrate success and excellence in gameplay using the principles in small-sided game situations including width, depth, penetration, pressure, cover and support</li> <li>Can demonstrate success and excellence in gameplay using the principles in full context game situations including width, depth, penetration, pressure, cover and support</li> <li>Can demonstrate success and excellence in gameplay using the principles in individual sports / activities including dance, athletics and gymnastics</li> <li>Can discuss how a variety of principles of play can be applied across a range of physical activities</li> <li>Can discuss the subtle differences to each principle across a range of physical activities</li> <li>Students learn about the information processing model and how this applies to sport</li> <li>Why is it important to make the correct decision? What impact does it have?</li> <li>What is the correct decision</li> <li>Students challenged by completing a number of scenario-based learning that allows students to demonstrate their ability to make informed decisions that impact positively/negatively on an outcome</li> <li>Picture in your head of what you want to do before you are asked to perform a skill</li> <li>What causes the skills to fail, what can we do to elevate this from happening, can you apply this to sporting contexts</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> </ul> <p><b>GB3-</b> Engagement in independent thinking and teamwork activities Understanding of social mobility and class</p> <p><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 Nicola Adams</p>

## Understand and demonstrate the ability to think critically and to creatively problem-solve in a range of physical activities

*Demonstrate positive behaviour, courage and high effort levels, when problem solving*

*Develop organisational skills in teams, communicating and working effectively when trying to solve problems*

*Can work in a team and confidently communicate and lead teammates to offer tactical advice to gain an advantage*

*Can explain how to solve a range of problems using key terms*

*Display resilience and enthusiasm to overcome challenges in a variety of activities, inspiring others to do the same (friendship)*

- Use a range of strategies so students are given the opportunity to solve problems as an individual or as part of a team in activities such as invasion games, net and wall games, dance, OAA and gymnastics
- Develop the role of the captain, manager and coach to allow students different leadership opportunities
- Use a range of strategies that will allow students to solve problems, such as capture the flag
- Students solve games-based scenarios
- Students choreograph routines in dance and gymnastics using different chorographic devices
- Students develop a range of strategies to overcome a problem in attack and defence

- **LEADERSHIP**
- Listen to others ideas
- Value everyone's voice
- Collaborative problem solving

- Decision making to overcome a problem
- Decision making under pressure
- When to attack and defend
- Communication

- **RESILIENCE**
- Importance of resilience
- Importance of sportsmanship
- How to act appropriately in success and defeat
- Act appropriately when tasks become challenging

- Adapt rules so students are put under increasing pressure
- Increase intensity of the drills
- Adjust size of targets
- Application of different rules within skills/drills to apply pressure

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- students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.
- 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.
- Promote fair play and team work in lessons
  - Encourage good sportsmanship throughout
  - Respect with equipment both when using it and when storing it
  - Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
  - Respect for their facilities and the environment they are active in
- Listening to teacher and peer feedback on particular sporting skills
- Promote trust with peers through team building activities

Analyse and evaluate how the components of fitness impact upon performance in a range of physical activities.

*Verbally analyse own performance, assessing strengths and areas for development linked to components of fitness*

*Analyse performances of others, and provide constructive feedback on their performance, comparing their performances with others*

*Act on feedback provided from others when practicing skills in a range of activities, with performance improving as a result*

*Displays positive behaviour as part of a team by encouraging, motivating, and inspiring others to perform at their best levels*

- How to identify strengths/weaknesses within a performance in relation to specific skills
- Link performance to skills and relevant COF
- Develop communication skills to provide feedback appropriately
- How to listen to and respect others opinions
- Identify training methods that could improve specific components of fitness
  
- Compare and contrast performances across a range of activities
- Give specific feedback on areas of strength/weakness using key terminology
- Coach a peer to help them improve their performance
  
- Improve a range of skills using feedback provided by your peers in a number of physical activities
- Describe how specific components of fitness can have a positive/negative impact on skills and performance

- **LEADERSHIP**
- Use of the whistle
- Communication of rules to team mates and peers
- Decision making
- Analysis of gameplay
- Analysis of skills
- Justification of decisions
- Communication
- Organisation
  
- **COMMUNICATION**
- Use of the whistle
- Different positions and the impact positive/negative on performance
- Analysis skills
- Positive/negative impact of COF on a range of physical activities
- How to improve specific COF
- Training methods