

	Topic Objectives	Knowledge	Skills	Scaffold & Challenge	Numeracy, Literacy, SMSC, Fundamental British Values	Pride in the Solent, Cultural Capital, Careers
Autumn	<p>Understand and define the components of fitness. Demonstrate and apply knowledge within a variety of physical activities</p> <p><i>Students can demonstrate all of the COF in a variety of sporting contexts with some control and accuracy</i></p> <p><i>Students can identify how different COF are used within different sporting contexts and how they may have a positive/negative affect on performance</i></p> <p><i>Lead small group warm ups with confidence using relevant terminology and sports specific structures</i></p>	<p>Weeks 1-6</p> <ul style="list-style-type: none"> Students gain knowledge of the different components of fitness that can be used in physical activity including power, coordination, reaction time, agility, speed, body composition, muscular strength, muscular endurance, cardiovascular endurance, flexibility Students learn to identify how these components of fitness can be used in a variety of physical activities which could include, invasion games, net and wall games dance or gymnastics Students demonstrate how a range of components of fitness can be used in a variety of physical activities which could include, invasion games, net and wall games dance or gymnastics Students can define key components of fitness and can link them to a range of physical activities <p>Weeks 5-10</p> <ul style="list-style-type: none"> Students to continue to underpin their knowledge of components of fitness by exploring how they can have a positive or negative effect on performance in a range of physical activities which could include, invasion games, net and wall games, dance or gymnastics Students will begin to analyse their own and other performance and suggest how particular components of fitness may be impacting their performance in a range of physical activities which could include, invasion games, net and wall games dance or gymnastics Students can identify and explain how different components of fitness are transferrable across a range of physical activities giving specific examples Students can explain the importance of a 3 stage warm up Students can lead warm ups that are sports specific Students can identify the major muscles within the body and how to stretch them appropriately Students can communicate clearly with their peers when running a warm up Students respond appropriately when they are led by others 	<ul style="list-style-type: none"> INITIATIVE Problem Solving Decision Making Communication Development of a range of invasion games skills Link components of fitness to a range of physical activities Demonstrate how components of fitness will be used in a range of physical activities COMMUNICATION Decision making Analytical skills Transferable skills across a range of physical activities Demonstrate a range of components of fitness in a range of physical activities LEADERSHIP Decision making Communication How to warm up effectively A range of warm up ideas and techniques How to communicate effectively with members of a group Lead small groups to warm up effectively 	<ul style="list-style-type: none"> Size of grid Size of ball Overload defenders Apply pressure to decision making Adapt rules to apply increased pressure on support Use of video to model correct responses Adapt exercises to increase challenge Less rest Evaluate individual's performance Opportunity for feedback Apply pressure to decision making Adapt rules to apply increased pressure on support Use of video to model correct responses Adapt drills to increase difficulty Increase intensity of drills so students have to think/cope under pressure Use of differentiated drills 	<p>Numeracy</p> <ul style="list-style-type: none"> Keeping score in tasks and games Addition/multiplication/division/subtraction functions when organising groupings Tally Charts Use of angles when supporting/realigning <p>Literacy</p> <ul style="list-style-type: none"> Use of key vocabulary when problem solving Alphabet Soup A modified version of quite a normal warm up activity. In Alphabet Soup give each student 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 Letter Slide. 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. <p>SMSC</p> <ul style="list-style-type: none"> 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 	<p>Pride in the Solent</p> <ul style="list-style-type: none"> Links to local clubs including Fareham Heathens, Portsmouth, Gosport and Fareham Army and Navy links and the game at Twickenham Portsmouth FC Southampton FC Fareham Town Gosport borough Solent Kesterals Portsmouth athletics club Southampton Athletics club <p>GB3- Engagement in independent thinking and teamwork activities Understanding of social mobility and class</p> <p>GB4 – 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 BAME, female and LGBTQ+ Rugby players: Sam Stanley, Keegan Hirst, Louisa Wall, Jen Kish, Gareth Thomas, Nigel Owens Nicola Adams</p>

Development and application of fundamental skills in a variety of physical activities

Demonstrate a number of key skills such as sending, receiving, travelling turning and shooting and how to apply them to different contexts

Consistently makes appropriate decisions when applying a skill or technique to a variety of sporting contexts

Describe how a range of components of fitness can have a positive/negative impact on performance

Students show high levels of resilience and sportsmanship in a range of sporting contexts

Weeks

- How to send and receive accurately in a range of physical activities
 - Type of pass
 - Timing of pass
 - When to pass
 - Movement when not in possession
 - Movement when in possession
 - How to turn and maintain control
 - Movement patterns
 - How to shoot correctly in a range of physical activities including invasion games, net & wall games, gymnastics and dance
- When to pass
 - When to shoot
 - Where and when to move to create space
 - Application of skills across a range of physical activities
 - When to attack
 - When to defend
 - Delay
 - How and when to travel with the ball
- Definitions of COF
 - Describe how different COF can have an impact on performance
 - Demonstrate a number of COF in a range of physical activities and how they impact on your performance
 - Develop analytical skills in a range of taught activities including invasion games, net & wall games, gymnastics and dance
- Define resilience
 - Link resilience to a range of physical activities
 - Explain how they can demonstrate resilience in a range of physical activities
 - Demonstrate resilience in a range of taught activities
 - Link resilience to a range of daily activities across a variety of subjects

ORGANISATION

- Sending and receiving in a range of physical activities
 - Timing, type and weight of pass
 - Turning and travelling in a range of physical activities
 - Shooting and scoring in a range of physical activities
 - Decision making
 - Communication
- Decision making to overcome a problem
 - Decision making under pressure
 - When to attack and defend
 - Communication
- COMMUNICATION
 - Analysis skills
 - Positive/negative impact of COF on a range of physical activities
 - How to improve specific COF
 - Training methods

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

Understand and develop knowledge of the rules, regulations and etiquette within a variety of physical activities.

Can identify specific rules in a range of activities and demonstrate the importance of playing to these rules.

Can identify different roles in a team such as a captain, manager, coach, fitness/strength and conditioning coach, and can justify their importance

Confidently applies rules of gameplay (equality) when participating or officiating

Demonstrate positive behaviour, courage and high effort levels, whilst taking responsibility for individual and team performances

- Demonstrate sportsmanship and explain its importance in a variety of sporting activities
- Demonstrate the ability to apply sports specific rules to a number of different contexts
- Can begin to officiate activities with control and confidence
- Can explain a number of sports specific rules and regulations

- Understand the role of a manager, coach, strength and conditioning coach, captain
- Take on at least one of the roles in an activity
- Knowledge on injury prevention including warm up, cool down, ice baths, massage and diet manipulation

- Officiates activities with control and accuracy
- Explain rules and regulations of a variety of physical activities

- Demonstrate a range of skills in a number of physical activities
- The use of training zones to monitor performance
- Definition of courage
- How courage can be demonstrated in a range of physical activities
- The importance of leadership to achieve the desired outcome

- **LEADERSHIP**
- Use of the whistle
- Communication of rules to team mates and peers
- Decision making
- Analysis of gameplay
- Justification of decisions

- **LEADERSHIP**
- Communication
- Organisation

- **COMMUNICATION**
- Use of the whistle
- Different positions and the impact positive/negative on performance