

Hockey - Xmas Term

Medium Term Plan PE

YEAR 5, 6 & 7

TOPIC Invasion Games (Hockey)

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
8 sessions Hockey	<p>Acquiring and developing skills</p> <ul style="list-style-type: none"> To improve the consistency, quality and use of skills in hockey. To adapt & develop their skills Acquire appropriate language and terminology. 	<ul style="list-style-type: none"> Moving with the ball – vision, ball-control, footwork. Push Pass – transference of weight & accuracy. Passing & Receiving – Awareness, communication. Right Drag – get defender off balance, accelerate away. Marking – goalside, closing down, shadowing Tackling – Block tackle 	<ul style="list-style-type: none"> Use an increasing range of personal techniques consistently and fluently whilst playing 7-a-side hockey. Adapt skills to different situations Understand, use and spell correctly words relating specifically to hockey. See separate 'Assessment Tasks' appendix
	<p>Selecting & Applying Skills & Tactics.</p> <ul style="list-style-type: none"> To organise themselves as a team and apply strategies consistently & effectively. To adapt strategies & tactics used in one game & apply them to a different one. 	<ul style="list-style-type: none"> Small sided games (1v1,3v3, 5v5, 7v7). Patterns of play in attack & defence – explore basic principles of <ul style="list-style-type: none"> i Attack – width, speed, support, possession. ii Defence – delay, deny space, pressure, covering, regaining possession. Develop students understanding of which skills & techniques are needed to put principles into operation. Teamwork – aims, communication, roles, rules, sporting behaviour. Set pieces.(Attacking & defending corners 	<ul style="list-style-type: none"> Organise themselves as a team to attack and defend and play in different positions. Select and use a range of tactics & strategies and apply them effectively. Explain the similarities and differences between different invasion games.
	<p>Knowledge & understanding of Fitness & Health</p> <ul style="list-style-type: none"> Prepare for & recover from exercise safely & effectively and know the principles used. To recognise the benefits to their health of regular exercise, good hygiene and the benefits of being active in games. 	<ul style="list-style-type: none"> Develop an understanding of the benefits of a healthy, active lifestyle. Develop an understanding of how strength, stamina & suppleness can be improved by playing games. Develop a knowledge of warming up and cooling down. Help students transfer skills eg knowledge of athletics training helps develop sprinting speed. Specificity in training. 	<ul style="list-style-type: none"> Describe what they need to do to improve their own fitness Design & carry out warm up & cool down routines safely & effectively. Explain why the activities are important. Recognise & describe how games affect their health & fitness.



	<p>Evaluating & Improving Performance.</p> <ul style="list-style-type: none"> To make effective evaluation of strengths & weaknesses in their own & others' performances. To make suggestions to improve play eg attacking & defensive tactics. 	<ul style="list-style-type: none"> Develop students ability to effectively evaluate their own & others' strengths & weaknesses. Help students identify which techniques are successful and what needs to be improved. Develop strategies for HOW to improve skills, techniques & tactics 	<ul style="list-style-type: none"> Explain the range of decisions they have to make in a game Identify their own & others' strengths & weaknesses. Implement practices to improve their performance. Identify aspects of technique that require practice & improvement. Assess & comment on way in which they can improve their own and their team's performance
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Learning Outcomes

- Most pupils will:

Choose & use a combination of skills with confidence and consistent quality; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of warming up, identify the main aspects of good performance, recognise weaknesses, suggest how performance can be improved.

- Some pupils will not have made so much progress and will:

choose and use skills that are appropriate; work with others in small teams to attack and defend; take on specific roles suitable to their ability; contribute to the organisation of a team; know that they need to warm up, identify their strengths ; work on ideas that they are given to improve performance.

- Some pupils will have progressed further and will:

choose and apply complex skills and techniques; use these skills fluently and precisely; plan and adapt individual and team tactics, varying them if necessary, taking a leading role and have a significant impact on the game; devise effective warm ups, understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.



Assessment Tasks

To be carried out after 5-6 lessons (approx.) NOT at end of module.

In groups of 3 .

Each student individually demonstrates:

1. an individual warm up appropriate to hockey
2. an appropriate method of beating a passive defender
3. an ability to demonstrate a block tackle
4. an ability to implement appropriate skills and understanding of tactics in a 3 v 3 game. (2 attacking and 1 defending game)

Medium Term Plan PE	YEAR	TOPIC Basketball	
Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7 – 8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To develop the basic skills accurately & fluently & apply to the game effectively 	<ul style="list-style-type: none"> Dribbling Skills Passing – Chest Bounce Overhead Shooting – Set Shot Lay-up shot Jump Catching Skills Practices & games situations <p>Resources</p> <ul style="list-style-type: none"> Basketballs Bibs Court 	<ul style="list-style-type: none"> Most will be able to use a range of techniques for attack and defence with reasonable speed & precision some will be able to apply a range of skills accurately and with good technique

	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To develop an understanding of tactics & strategies in a game To select skills and techniques & apply to principles of attack & defence. 	<ul style="list-style-type: none"> Game situations Teach pupils the principles of attacking & defending man to man marking zone marking switching the point of attack 	<ul style="list-style-type: none"> Most will be able to put into operation principles of attack and defence. some will be able to implement & adapt tactics and game plans in a range of situations
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> To understand how to improve personal fitness in & through games and what effects regular exercise have on the body 	<ul style="list-style-type: none"> Teach pupils ways in which invasion games encourage fitness. 	<ul style="list-style-type: none"> identify what they need to do to become fitter to play games Explain the effects of regular exercise on the body and how it contributes to fitness & health
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> To analyse performance of their own play and others and use this to improve their own play. 	<ul style="list-style-type: none"> Teach pupils how to observe performances & identify key similarities & differences in technique or the execution of tactics in games Help pupils set targets so that they can improve. 	<ul style="list-style-type: none"> Observe performances and identify weaknesses & strengths in their own & others performances

Week	Lesson Topic	Content	Home Work
1	X Country Training	Introduce students to continues running for 15 mins in preparation for regional and inter house events.	
2 & 3	Agility Run & Cooper Run Test	Illinois Agility Run - cones spaced 10 meters apart and the cooper run - outside of the tennis court measures 60meters – 12 mins and times laps by 60 to total distance.	
4	X Country Trials	Prepare for ISA Regional X Country on Feb 3 rd .	
5	Bleep Test	Multi – Stage Fitness test to find out students aerobic capacity	
Half	Term		

Week	Lesson Topic	Content	Home Work
6	Power, flexibility and strength Test	Sit and reach, standing jump and standing long jump test.	
7	2 Mile - Run Test	Run 2 miles as quick as. Flexibility work and stretching session	
8	Orienteering	Collect red, blue & black check points over a forty five minute period	
9	Swim Fit	40 lengths of the pool in quickest time. Pool is 16 m in length	
10	Bleep Test	Multi – Stage Fitness test to find out students aerobic capacity	

Medium Term Plan PE

YEAR 5 – 7

TOPIC ATHLETICS

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
<ul style="list-style-type: none"> • Warm ups • Running techniques 1 session • Sprint starts and finish. 100m. 1 session • High Jump. 2 sessions • Long jump. 2 sessions 	<p>Acquiring developing skills</p> <ul style="list-style-type: none"> • To improve the consistency of their sprinting, jumping & throwing techniques. • To adapt the skills to the needs of events. 	<ul style="list-style-type: none"> • General introduction to athletics • Warm – up / cool – down • Sprints • High jump • Long jump • Hurdles • Turbo Javelin • Relay • Assessment $\begin{matrix} \nearrow \text{formative} \\ \rightarrow \text{summative} \\ \searrow \end{matrix}$ • written exam (self, peer) 	<p>A & D</p> <ul style="list-style-type: none"> • Can perform the correct Sprinting, High Jump, Long Jump with control, accuracy, power & sound technique. • Most will be able to perform sound, basic sprinting technique. • Some will have progressed further & will use a higher level of technique for sprinting & jumping
<ul style="list-style-type: none"> • Throwing turbo javelin. 1 session • Hurdles (If time) 1 session • Relays 1 session 	<p>Selecting & applying skills & tactics.</p> <ul style="list-style-type: none"> • To apply strategies for effective performance.(reciprocal teaching) • To adapt strategies to the needs of the event.(peer assessment) 	<p>Resources</p> <ul style="list-style-type: none"> • High jump equipment • Long jump equipment Turbo javelins • Relay baton • Field track 	<p>S & A</p> <ul style="list-style-type: none"> • Perform effectively in different events by adapting their skills to meet the challenges & tasks set. • Most will be able to adapt their skills to different events • Some will be able to demonstrate a good understanding of principles of effective performance

	<p>Knowledge & Understanding of fitness & health</p> <ul style="list-style-type: none"> • warm – ups (pupil led) • to prepare & recover from exercise safely & effectively (effects of longterm exercise) • to recognise that different types of activity require different types of fitness. 		<ul style="list-style-type: none"> • All should be able to explain the principles of warming up & cooling down & be able to select appropriate exercises for different events – long & short term effects of exercise. • Explain some of the principles of warming up and cooling down and being able to select suitable exercises for different events. • Explain how the practice they are using will affect performance.
<p>8 -9 sessions</p>	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> • to understand the nature of athletic activities and to make effective evaluations of strengths & weaknesses in their own & others performances. 	<ul style="list-style-type: none"> • Teach pupils how to observe & to break down technique. Help them to focus on one or two and find ways to improve. 	<ul style="list-style-type: none"> • Most will be able to identify strengths & weaknesses in their own & others performances • All will be able to select appropriate focus for improvement. • Will be able to explain how the practice they are using will affect performance

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes (see appendix)
8 sessions Hockey	Acquiring and developing skills <ul style="list-style-type: none"> To improve the consistency, quality and use of skills in hockey. To adapt & develop their skills Acquire appropriate language and terminology.	<ul style="list-style-type: none"> Recap all yr 7 skills 2 v 1 Hitting Flick Passing – Receiving <ul style="list-style-type: none"> First touch Reverse stick pass On the move Square, straight, diagonal Reading the game Anticipation & interception 	<ul style="list-style-type: none"> Use an increasing range of personal techniques consistently and fluently whilst playing 7-a-side hockey. Adapt skills to different situations Understand, use and spell correctly words relating specifically to hockey. See separate ‘Assessment Tasks’ appendix
	Selecting & Applying Skills & Tactics. <ul style="list-style-type: none"> To organise themselves as a team and apply strategies consistently & effectively. To adapt strategies & tactics used in one game & apply them to a different one. 	<ul style="list-style-type: none"> Small sided games (1v1, 3v3, 5v5, 7v7). Patterns of play in attack & defence – explore basic principles of <ul style="list-style-type: none"> iii Attack – width, speed, support, possession. iv Defence – delay, deny space, pressure, covering, regaining possession. Develop students understanding of which skills & techniques are needed to put principles into operation. Teamwork – aims, communication, roles, rules, sporting behaviour. Set pieces.(Attacking & defending 	<ul style="list-style-type: none"> Organise themselves as a team to attack and defend and play in different positions. Select and use a range of tactics & strategies and apply them effectively. Explain the similarities and differences between different invasion games.



		corners, centre pass, side-line hits, hit-outs	
	<p>Knowledge & understanding of Fitness & Health</p> <ul style="list-style-type: none"> • Prepare for & recover from exercise safely & effectively and know the principles used. • To recognise the benefits to their health of regular exercise, good hygiene and the benefits of being active in games. 	<ul style="list-style-type: none"> • Develop an understanding of the benefits of a healthy, active lifestyle. • Develop an understanding of how strength, stamina & suppleness can be improved by playing games. • Develop a knowledge of warming up and cooling down. • Help students transfer skills eg knowledge of athletics training helps develop sprinting speed. • Specificity in training. 	<ul style="list-style-type: none"> • Describe what they need to do to improve their own fitness • Design & carry out warm up & cool down routines safely & effectively. • Explain why the activities are important. • Recognise & describe how games affect their health & fitness.
	<p>Evaluating & Improving Performance.</p> <ul style="list-style-type: none"> • To make effective evaluation of strengths & weaknesses in their own & others' performances. • To make suggestions to improve play eg attacking & defensive tactics. 	<ul style="list-style-type: none"> • Develop students ability to effectively evaluate their own & others' strengths & weaknesses. • Help students identify which techniques are successful and what needs to be improved. • Develop strategies for HOW to improve skills, techniques & tactics 	<ul style="list-style-type: none"> • Explain the range of decisions they have to make in a game • Identify their own & others' strengths & weaknesses. • Implement practices to improve their performance. • Identify aspects of technique that require practice &



			<p>improvement.</p> <ul style="list-style-type: none"> Assess & comment on way in which they can improve their own and their team's performance
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○ Learning Outcomes

- Most pupils will:

Use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work co-operatively in groups, taking on a variety of roles; recognising the similarities and differences between games played; applying and adapting tactics and skills effectively; identify what they need to improve; carry out and improve ideas given to them.

- Some pupils will not have made so much progress and will:

Use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; co-operate with others and participate in specific roles; carry out practices and ideas given to them by others to improve their play.

- Some pupils will have progressed further and will:

Take on a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of tactics, strategies and ideas; take the lead and be careful to involve others; make good connections between ideas and structures in different games; respond quickly to new and changing situations and contexts; devise and develop practices to improve their own and others' play.



○ **Assessment tasks**

- In twos, demonstrate passing in 2's, followed by a hit at goal from within the circle. (start in pairs on 25yd line and work towards goal.)
- 7-a-side game – SW, RD, CD, LD, RF, CF, LF. Show an understanding of the role of one position.

Half Term



Medium Term Plan PE	YEAR	TOPIC Basketball	
Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7 – 8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To develop the basic skills accurately & fluently & apply to the game effectively 	<ul style="list-style-type: none"> Dribbling Skills Passing – Chest Bounce Overhead Shooting – Set Shot Lay-up shot Jump Catching Skills Practices & games situations <p>Resources</p> <ul style="list-style-type: none"> Basketballs Bibs Court 	<ul style="list-style-type: none"> Most will be able to use a range of techniques for attack and defence with reasonable speed & precision some will be able to apply a range of skills accurately and with good technique
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To develop an understanding of tactics & strategies in a game To select skills and techniques & apply to principles of attack & defence. 	<ul style="list-style-type: none"> Game situations Teach pupils the principles of attacking & defending man to man marking zone marking switching the point of attack 	<ul style="list-style-type: none"> Most will be able to put into operation principles of attack and defence. some will be able to implement & adapt tactics and game plans in a range of situations
	Knowledge & Understanding of	<ul style="list-style-type: none"> Teach pupils ways in which 	<ul style="list-style-type: none"> identify what they need to do to

	<p>Fitness & Health</p> <ul style="list-style-type: none"> To understand how to improve personal fitness in & through games and what effects regular exercise have on the body 	<p>invasion games encourage fitness.</p>	<p>become fitter to play games</p> <ul style="list-style-type: none"> Explain the effects of regular exercise on the body and how it contributes to fitness & health
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> To analyse performance of their own play and others and use this to improve their own play. 	<ul style="list-style-type: none"> Teach pupils how to observe performances & identify key similarities & differences in technique or the execution of tactics in games Help pupils set targets so that they can improve. 	<ul style="list-style-type: none"> Observe performances and identify weaknesses & strengths in their own & others performances

Medium Term Plan

YEAR 8

TOPIC ATHLETICS

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
Athletics 8 -9 sessions	Acquiring developing skills <ul style="list-style-type: none"> To improve the consistency of their sprinting, jumping & throwing techniques. To adapt the skills to the needs of events. 	<ul style="list-style-type: none"> Bend running 200m Javelin Discus Shot Hurdles High Jump Long jump 	<ul style="list-style-type: none"> most will be able to perform bend running, the basic techniques of the three throws choose either High Jump or Long jump to be assessed in. Some will have progressed further & will use a higher level of technique for throws, jumps & running.
	Selecting & applying skills & tactics. <ul style="list-style-type: none"> To apply strategies for effective performance.(reciprocal teaching) To adapt strategies to the needs of the event.(peer assessment) 	Resources: <ul style="list-style-type: none"> High Jump equipment Long jump equipment Hurdles Field Track Throwing equipment Small shots 0.75 kg, 1kg discus 	<ul style="list-style-type: none"> most will be able to perform effectively in different events by adapting their skills to meet challenges & tasks set. Some will be able to demonstrate a very good understanding of principles of effective performance.
	Knowledge a& Understanding of fitness & health <ul style="list-style-type: none"> Warm – ups (pupil led) To prepare & recover from exercise safely & effectively(effects of longterm exercise) To recognise that different types of activity require different types 		<ul style="list-style-type: none"> All should be able to explain the principle of warming up & cooling down & be able to select appropriate exercise for different events. Also the long & short term effects of exercise.



	of fitness.		
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> To understand the nature of athletic activities and to make effective evaluations of strengths & weaknesses 	<p>Activities</p> <ul style="list-style-type: none"> Teach pupils how to observe & breakdown technique. Help them to focus on one or two points and find ways to improve. 	<ul style="list-style-type: none"> Most will be able to identify strengths and weaknesses in their own and others performances All will be able to select appropriate focus for improvement.



Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To improve consistency and quality of skills To adapt & extend skills 	<ul style="list-style-type: none"> Front crawl Stroke Start Turn Finish Breathing Butterfly Arm action Body position Leg action Breathing Relays Freestyle Medley 	<ul style="list-style-type: none"> Most will be able to swim front crawl over 2 or more lengths confidently & fluently with appropriate turn Some will be able to swim front crawl over 100metres or more, technically accurate with a tumble turn. Most will be able to swim Butterfly over one or more length.
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> What they need to do to improve their fitness in swimming Know how to prepare for swimming Why physical activity is good for health. SAFETY – be aware of and carry out all safety procedures 	<ul style="list-style-type: none"> Personal survival Skills Huddle Help position Surface dive Swimming with a floating object Swimming in clothes 	<ul style="list-style-type: none"> Most will be able to perform a range of personal survival skills. Some will be able to perform a wide range of personal survival skills. All will be able to work at different speeds and distances some sustaining their skills over longer distances.
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> All will be able to describe why exercise is good for health and fitness and why swimming is

			especially beneficial. explain what activity they need to perform in order to improve their own fitness.
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> • How to make effective evaluations of their own and others strengths and weaknesses in their performance. Be able to describe good aspects of their performance. • Analyse what could be improved and suggest ways to make improvement 	•	<ul style="list-style-type: none"> • Most will analyse what could be improved and suggest ways to make improvements. • Some will be able to evaluate their own and others performance showing strengths and weaknesses.

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
8 sessions	<p>Acquiring And Developing Skills</p> <ul style="list-style-type: none"> • To apply techniques specific to hockey effectively, safely and efficiently 	<ul style="list-style-type: none"> • Help all pupils to demonstrate their ability to play in small sided games as individuals and team. • Help pupils develop the skills needed in a number of different positions. • Teach them techniques and give them time to recap previous skills and improve weaknesses: <ul style="list-style-type: none"> ○ Recap all skills from yr 7 & 8 ○ New skills – dummy, lifting ball into space behind defender, jab tackle. ▪ Help pupils design practices that improve skills or aspects of team play. 	<ul style="list-style-type: none"> ▪ Use a good range of techniques for attack and defence. ▪ Adapt and improvise techniques to suit different situations.
	<p>Selecting & Applying Skills and Tactics</p> <ul style="list-style-type: none"> • Use principles of performance in planning tactics and strategies • Adapt strategies taking account of their own strengths and weaknesses and changing conditions and situations. 	<ul style="list-style-type: none"> • Using mainly 7-a-side but build up to 11-a-side • Talk to pupils about simple game plans • Teach pupils a range of set plays for <u>all</u> starts, re-starts and set pieces. • Ensure pupils know how to defend starts, restarts and set pieces • Help pupils refine speed at which decisions are made in the game. 	<ul style="list-style-type: none"> • Put game plan into effect with success and adapt and vary them when necessary • Play at greater speed and more precision, selecting skills and techniques to apply principles of defence effectively.

		<ul style="list-style-type: none"> • Give pupils the opportunity to experience umpiring 	
	<p>Knowledge & understanding of fitness and health</p> <ul style="list-style-type: none"> • How to continue to improve their personal fitness through games • To understand why regular exercise has a positive effect on their own health fitness and well being • Where and how to become involved in health related fitness 	<ul style="list-style-type: none"> • Help pupils to understand how playing games contributes to fitness. • Help pupils understand how to improve fitness for games • Explain how games can contribute to a balanced programme of health related fitness. • Explain how to and encourage pupils to join clubs in the local community 	<ul style="list-style-type: none"> • Identify what they need to do to become fitter to play games • Explain the effects of regular exercise on the body, how it contributes to health and well being and how it effects different parts of the body.
	<p>Evaluating & improving performance</p> <ul style="list-style-type: none"> • To use the information gained from analysis of a performance to influence and improve their own play. • To take the initiative and decide how to develop and improve their own progress & that of others. 	<ul style="list-style-type: none"> • Teach pupils how to observe similarities and differences in tactics and technique in small sided games. • Help pupils refine their ability to set individual and team targets, so that improvement can be measured against performance. 	<ul style="list-style-type: none"> • Observe performances and identify strengths and weaknesses in their own and others performance. • Identify what they need to improve, set targets for improvement and practice to improve their game.

Learning outcomes at the end of Key Stage 3

Most pupils will:

Play a game, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; put into operation the principles of attack and defence, recognising patterns of play and say how they need to be adapted to increase the chances of success; carry out a specific role effectively in a team; warm up and cool down effectively using their own ideas; plan and lead short sessions with others showing a round understanding of what is required to play hockey.

Some will not have made so much progress and will:

Use a small range of specific techniques showing more precision when they have time and space; play a supporting role in set pieces; contribute to group planning, make sound observations and suggestions about how to improve the quality of play; warm up and cool down safely; plan with others and lead short practice sessions linked to parts of the game that need improving.

Some pupils will have progressed further and will:

Select from a wide range of more advanced skills applying them effectively and with speed and precision; plan, implement and adapt tactics and form game plans in a range of situations, making a significant contribution to team effectiveness in a variety of roles; have an understanding of and the ability to demonstrate a wide range of warming up and cooling down skills; take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play; analyse individual and team play.

Assessment Tasks

1. As an attacking player demonstrate an appropriate attacking skill to beat a defender and accelerate away.
2. As a defender demonstrate closing down an opponent, tackling and / or shadowing.
3. 7 – a – side game: show an understanding of the role of one position.

Half Term

Swimming - Xmas Term

Medium Term Plan PE

YEAR 9

TOPIC SWIMMING

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> • Improve the consistency and quality of strokes. • Adapt skills to specific events and to extend the range of techniques. • learn how to do the appropriate turns. 	<ul style="list-style-type: none"> • Backstroke • Breast stroke • front crawl • Butterfly • life saving • synchronised swimming <p style="text-align: center;">} Recap all Techniques and rules</p>	<ul style="list-style-type: none"> • Most will be able to swim the main 3 strokes confidently and fluently with appropriate starts and turns over 2 lengths. • Some will be able to swim all four strokes with technical accuracy with correct starts and turns over 100metres or more. • Most will be able to perform some life-saving and some synchronised swimming skills. • Some will be able to perform accurately life-saving and synchronised swimming skills
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> • Apply basic personal survival techniques. • Work on combining skills and applying them to different challenges and tasks 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Most will be able to perform personal survival techniques and life-saving skills • Some will be able to combine personal survival skills and life saving skills in different situations.
	<p>Knowledge & Understanding of Fitness & Health</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All will be able to describe why exercise is good for health and

	<ul style="list-style-type: none"> • What they need to do to improve their fitness in swimming • Know how to prepare for swimming • Why is physical activity is good for health. • Know why swimming is an important activity for all round fitness. 		<p>fitness and why swimming is especially beneficial. explain what activity they need to perform in order to improve their own fitness.</p>
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> • How to make effective evaluations of their own and others strengths and weaknesses in their performance. Be able to describe good aspects of their performance. • Analyse what could be improved and suggest ways to make improvement 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Most will analyse what could be improved and suggest ways to make improvements. • Some will be able to evaluate their own and others performance showing strengths and weaknesses.



Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
Tennis 6 sessions	Acquiring & Developing Skills <ul style="list-style-type: none"> • apply techniques specific to tennis effectively, safely and efficiently 	<ul style="list-style-type: none"> • Recap all skills from yr 8. • Ask pupils to play rallies focussing on specific shots • Help pupils improve on their existing knowledge and techniques 	<ul style="list-style-type: none"> • Use a range of shots with accuracy and consistency
	Selecting & Applying Skills <ul style="list-style-type: none"> • Plan tactics and strategies for games • adapt strategies taking into account own strengths and weaknesses and changing conditions and situations. 	<ul style="list-style-type: none"> • Teach pupils to observe how their opponents move and identify their prepared techniques • Illustrate ways they might increase difficulty of problems they give their opponents. e.g. lob to backhand. 	<ul style="list-style-type: none"> • Readily adapt strokes and position in response to opponent's actions. • explain and demonstrate the basics of attack and defence.
	Knowledge & Understanding of Fitness & Health <ul style="list-style-type: none"> • To understand how regular exercise has a positive effect on their own health, fitness and social wellbeing. • how to continue to improve their own personal fitness. • where and how to become involved in health enhancing physical activity 	<ul style="list-style-type: none"> • Discuss how training programmes contribute to strength, stamina and suppleness. • help pupils identify what aspects of fitness are most needed for tennis. • Help them prioritise what aspects of fitness they need to work on.. 	<ul style="list-style-type: none"> • Explain how exercise is beneficial to fitness, health and wellbeing. • Identify the key features of training programme that maintain health and fitness for tennis. • Explain how to join a local club and have enough knowledge of the requirements to feel confident to do so.





	<p>Evaluating & Improving Performance</p> <ul style="list-style-type: none">• Use information gained from performance analysis to improve their own play.• Take responsibility for making decisions about the development of their own and others play.	<ul style="list-style-type: none">• Teach pupils to identify strengths and weaknesses in positional play and technique.	<ul style="list-style-type: none">• Analyse performance using criteria to identify tactical and technical strengths and weaknesses.
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Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
Rounders 6-7 lessons	<ul style="list-style-type: none"> Acquiring and Developing Skills To apply techniques specific to the game effectively, safely and efficiently. Extend and develop skills learned in Year 8 	<ul style="list-style-type: none"> Bowling for Speed accurately, and develop the spin Batting –positional changes Fielding-Long barrier and back up Throwing and Catching Practises and small sided games devised to improve the above skills Full game ,rules, tactics, scoring, and umpiring Pupils are assessed on the above skills and their ability in a full game Resources Bases, bats ,balls ,cones, scorecards. 	<ul style="list-style-type: none"> Most will be able to use a limited range of bowling techniques; bat showing correct techniques; field using a range of skills efficiently Some will be able to perform a high level of skill and technique in bowling , batting and fielding, showing accuracy , fluency and precision
	<ul style="list-style-type: none"> Selecting and Applying skills & tactics To learn how to select and vary team , group and individual tactics Play in a game situations selecting and applying appropriate skills Learn rules and umpiring 	<ul style="list-style-type: none"> Teach pupils how to vary their bowling Ask pupils to devise team tactics in small and full Games, help them to identify tactics as a batting and fielding team Talk about attacking and defensive fields 	<ul style="list-style-type: none"> Most will be able to select the appropriate shots for batting, field in different positions, bowl with increasing accuracy. Some will be able to respond quickly and accurately to changing situations in a game and apply relevant tactics
	<ul style="list-style-type: none"> Knowledge and Understanding of fitness and health. How to continue to improve their fitness and health in and through Games. 	<ul style="list-style-type: none"> Help pupils to understand what they need to do to improve their fitness for Rounders e.g. sprinting between bases, the need for flexibility and quick reactions 	<ul style="list-style-type: none"> Explain what they need to do to become fitter for playing Games. Explain why exercise is beneficial to fitness, health and

	<ul style="list-style-type: none"> • Why regular exercise has a positive effect on health and wellbeing 		wellbeing
	<ul style="list-style-type: none"> • Evaluating and Improving performance • Make effective use of analysis of performance to improve their own play • To evaluate their own and others' performance to develop their progress. 	<ul style="list-style-type: none"> • Teach pupils how to analyse play using certain criteria. • Identify strengths and weaknesses in positional play • Talk to pupils about how to give feedback accurately 	<ul style="list-style-type: none"> • Analyse Games and use criteria they have developed themselves to identify technical and tactical strengths and weaknesses

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
8 -9 sessions	<p>Acquiring & Developing skills</p> <ul style="list-style-type: none"> • Demonstrate mid distance running technique / & Hurdles • Demonstrate the throwing techniques for Discus, Javelin & Shot. • Demonstrate Long Jump / High Jump 	<ul style="list-style-type: none"> • Mid distance running 800 / 1500m • Javelin • Shot • Discus • High Jump / Long Jump • Hurdles (if time) • Revise relays • Assessment 	<ul style="list-style-type: none"> • Most will be able to demonstrate good techniques in mid-distance running • Most will use a range of throwing & jumping techniques • Some will be able to perform fluently with confidence in a wide range of events showing advanced techniques
	<p>Selecting & Applying Skills & Tactics</p> <ul style="list-style-type: none"> • To use the principles of performance to plan tactics & strategy for the tasks & challenges 	<ul style="list-style-type: none"> • Teach pupils how to run at an even pace. • How to throw using short run-up shift / turn. • How to plan a relay team race <p>Resources</p> <ul style="list-style-type: none"> • throwing equipment • track • Field • High Jump – long jump equipment • Hurdles • Batons 	<ul style="list-style-type: none"> • Most will be able to select appropriate approaches for he event •
	<p>Knowledge of Fitness & Health</p> <ul style="list-style-type: none"> • Understand why regular exercise is beneficial to health and fitness 	<ul style="list-style-type: none"> • Health related fitness – talk about their understanding of fitness (skill related & health related) 	<ul style="list-style-type: none"> • All can identify different forms of training that will improve their own personal fitness
	<p>Evaluating And improving Performance</p> <ul style="list-style-type: none"> • To use information gained from analysis of a performance to 	<ul style="list-style-type: none"> • Teach pupils how to observe and breakdown technique in to elements & give teaching points 	<ul style="list-style-type: none"> • Most will be able to successfully analyse performance accurately & suggest ways to improve

	improve their own work		<ul style="list-style-type: none">• Some can adapt & modify their techniques as a result of their own & others work.
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Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> • Improve the consistency and quality of strokes. • Adapt skills to specific events and to extend the range of techniques. • learn how to do the appropriate turns. 	<ul style="list-style-type: none"> • Backstroke • Breast stroke • front crawl • Butterfly • life saving • synchronised swimming <p style="text-align: center;">} Recap all Techniques and rules</p>	<ul style="list-style-type: none"> • Most will be able to swim the main 3 strokes confidently and fluently with appropriate starts and turns over 2 lengths. • Some will be able to swim all four strokes with technical accuracy with correct starts and turns over 100metres or more. • Most will be able to perform some life-saving and some synchronised swimming skills. • Some will be able to perform accurately life-saving and synchronised swimming skills
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> • Apply basic personal survival techniques. • Work on combining skills and applying them to different challenges and tasks 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Most will be able to perform personal survival techniques and life-saving skills • Some will be able to combine personal survival skills and life saving skills in different situations.
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> • What they need to do to improve their fitness in swimming • Know how to prepare for 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All will be able to describe why exercise is good for health and fitness and why swimming is especially beneficial. explain what activity they need to

	<p>swimming</p> <ul style="list-style-type: none"> • Why is physical activity is good for health. • Know why swimming is an important activity for all round fitness. 		<p>perform in order to improve their own fitness.</p>
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> • How to make effective evaluations of their own and others strengths and weaknesses in their performance. Be able to describe good aspects of their performance. • Analyse what could be improved and suggest ways to make improvement 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Most will analyse what could be improved and suggest ways to make improvements. • Some will be able to evaluate their own and others performance showing strengths and weaknesses.

Medium Term Plan PE

YEAR 10

TOPIC Swimming

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7-8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To plan for and use advanced swimming techniques and water based activities 	<ul style="list-style-type: none"> Swimming all the strokes concentrate on certain aspects e.g. legs, arms, breathing, body position. Teach efficiency and power. Time over a certain number of lengths. Work as a team in relays deciding on the best order Teach pupils a range of synchronised swimming techniques Personal survival techniques <p>Resources</p> <ul style="list-style-type: none"> Pool Floats Clothing 	<ul style="list-style-type: none"> Most will be able to show a good range of techniques and skills showing power and fluency some will show a high degree of technical proficiency in all aspects of swimming
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To use principles of effective performance to plan and implement advanced strategies and tactics for competing in different events 	<ul style="list-style-type: none"> Pupils work together in groups to set up practices and drills to improve technique and fitness for specific events Teach them how to design a synchronised swimming routine in pairs and in a group. Teach how to officiate at a gala and rules for the event. Teach them to take on different roles. 	<ul style="list-style-type: none"> All will be able to take on a variety of roles in organising events or displays; select and use a range of tactics and strategies. explain how to organise themselves and others in practices, events and challenges, applying principles of effective performance.

	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> • devise and implement their own fitness & training programme based on the principles of safe and effective exercising • Recognise and evaluate the impact that fitness has on performance. 	<ul style="list-style-type: none"> • Pupils plan and devise training and exercise activities to suit the activity or vent. Identify specific areas of fitness. • Teach the principles of planning a programme. 	<ul style="list-style-type: none"> • devise and implement exercise and training programmes, applying principles of safety and training • Explain the impact that fitness has on own performance of both skills and strategies.
	<p>Evaluating & Improving Performance</p> <ul style="list-style-type: none"> • To improve their analysis of their own and others performance 	<ul style="list-style-type: none"> • Help them to identify the key factors in their own and others performance, through discussion. • Teach pupils how and what to feedback about performance. 	<ul style="list-style-type: none"> • Identify the factors that effect performance

Hockey - Xmas Term
Medium Term Plan PE

YEAR 10 & 11

TOPIC HOCKEY

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
8 sessions	<p>Acquiring And Developing Skills</p> <ul style="list-style-type: none"> • To apply techniques specific to hockey effectively, safely and efficiently 	<ul style="list-style-type: none"> • Help all pupils to demonstrate their ability to play in small sided games as individuals and team. • Help pupils develop the skills needed in a number of different positions. • Teach them techniques and give them time to recap previous skills and improve weaknesses: <ul style="list-style-type: none"> ○ Recap all skills from yr 7 & 8 ○ New skills – dummy, lifting ball into space behind defender, jab tackle. ▪ Help pupils design practices that improve skills or aspects of team play. 	<ul style="list-style-type: none"> ▪ Use a good range of techniques for attack and defence. ▪ Adapt and improvise techniques to suit different situations.



	<p>Selecting & Applying Skills and Tactics</p> <ul style="list-style-type: none"> • Use principles of performance in planning tactics and strategies • Adapt strategies taking account of their own strengths and weaknesses and changing conditions and situations. 	<ul style="list-style-type: none"> • Using mainly 7-a-side but build up to 11-a-side • Talk to pupils about simple game plans • Teach pupils a range of set plays for <u>all</u> starts, re-starts and set pieces. • Ensure pupils know how to defend starts, restarts and set pieces • Help pupils refine speed at which decisions are made in the game. • Give pupils the opportunity to experience umpiring 	<ul style="list-style-type: none"> • Put game plan into effect with success and adapt and vary them when necessary • Play at greater speed and more precision, selecting skills and techniques to apply principles of defence effectively.
	<p>Knowledge & understanding of fitness and health</p> <ul style="list-style-type: none"> • How to continue to improve their personal fitness through games • To understand why regular exercise has a positive effect on their own health fitness and well being • Where and how to become involved in health related fitness 	<ul style="list-style-type: none"> • Help pupils to understand how playing games contributes to fitness. • Help pupils understand how to improve fitness for games • Explain how games can contribute to a balanced programme of health related fitness. • Explain how to and encourage pupils to join clubs in the local community 	<ul style="list-style-type: none"> • Identify what they need to do to become fitter to play games • Explain the effects of regular exercise on the body, how it contributes to health and well being and how it effects different parts of the body.
	<p>Evaluating & improving performance</p> <ul style="list-style-type: none"> • To use the information gained from analysis of a performance to influence and improve their own play. • To take the initiative and decide how to develop and improve their 	<ul style="list-style-type: none"> • Teach pupils how to observe similarities and differences in tactics and technique in small sided games. • Help pupils refine their ability to set individual and team targets, so that improvement can be measured against performance. 	<ul style="list-style-type: none"> • Observe performances and identify strengths and weaknesses in their own and others performance. • Identify what they need to improve, set targets for improvement and practice to improve their game.





Learning outcomes at the end of Key Stage 3

Most pupils will:

Play a game, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; put into operation the principles of attack and defence, recognising patterns of play and say how they need to be adapted to increase the chances of success; carry out a specific role effectively in a team; warm up and cool down effectively using their own ideas; plan and lead short sessions with others showing a round understanding of what is required to play hockey.

Some will not have made so much progress and will:

Use a small range of specific techniques showing more precision when they have time and space; play a supporting role in set pieces; contribute to group planning, make sound observations and suggestions about how to improve the quality of play; warm up and cool down safely; plan with others and lead short practice sessions linked to parts of the game that need improving.

Some pupils will have progressed further and will:

Select from a wide range of more advanced skills applying them effectively and with speed and precision; plan, implement and adapt tactics and form game plans in a range of situations, making a significant contribution to team effectiveness in a variety of roles; have an understanding of and the ability to demonstrate a wide range of warming up and cooling down skills; take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play; analyse individual and team play.

Assessment Tasks

4. As an attacking player demonstrate an appropriate attacking skill to beat a defender and accelerate away.
5. As a defender demonstrate closing down an opponent, tackling and / or shadowing.
6. 7 – a – side game: show an understanding of the role of one position.



Medium Term Plan PE

YEAR 10 & 11

TOPIC Basketball

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7 – 8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To develop the basic skills accurately & fluently & apply to the game effectively 	<ul style="list-style-type: none"> Dribbling Skills Passing – Chest Bounce Overhead Shooting – Set Shot Lay-up shot Jump Catching Skills Practices & games situations <p>Resources</p> <ul style="list-style-type: none"> Basketballs Bibs Court 	<ul style="list-style-type: none"> Most will be able to use a range of techniques for attack and defence with reasonable speed & precision some will be able to apply a range of skills accurately and with good technique

	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To develop an understanding of tactics & strategies in a game To select skills and techniques & apply to principles of attack & defence. 	<ul style="list-style-type: none"> Game situations Teach pupils the principles of attacking & defending man to man marking zone marking switching the point of attack 	<ul style="list-style-type: none"> Most will be able to put into operation principles of attack and defence. some will be able to implement & adapt tactics and game plans in a range of situations
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> To understand how to improve personal fitness in & through games and what effects regular exercise have on the body 	<ul style="list-style-type: none"> Teach pupils ways in which invasion games encourage fitness. 	<ul style="list-style-type: none"> identify what they need to do to become fitter to play games Explain the effects of regular exercise on the body and how it contributes to fitness & health
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> To analyse performance of their own play and others and use this to improve their own play. 	<ul style="list-style-type: none"> Teach pupils how to observe performances & identify key similarities & differences in technique or the execution of tactics in games Help pupils set targets so that they can improve. 	<ul style="list-style-type: none"> Observe performances and identify weaknesses & strengths in their own & others performances

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7-8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To plan for and use advanced swimming techniques and water based activities 	<ul style="list-style-type: none"> Swimming all the strokes concentrate on certain aspects e.g. legs, arms, breathing, body position. Teach efficiency and power. Time over a certain number of lengths. Work as a team in relays deciding on the best order Teach pupils a range of synchronised swimming techniques Personal survival techniques <p>Resources</p> <ul style="list-style-type: none"> Pool Floats Clothing 	<ul style="list-style-type: none"> Most will be able to show a good range of techniques and skills showing power and fluency some will show a high degree of technical proficiency in all aspects of swimming
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To use principles of effective performance to plan and implement advanced strategies and tactics for competing in different events 	<ul style="list-style-type: none"> Pupils work together in groups to set up practices and drills to improve technique and fitness for specific events Teach them how to design a synchronised swimming routine n pairs and in a group. Teach how to officiate at a gala and rules for the event. Teach them to take on different roles. 	<ul style="list-style-type: none"> All will be able to take on a variety of roles in organising events or displays; elect and use a range of tactics and strategies. explain how to organise themselves and others in practices, events and challenges, applying principles of effective performance.

	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> • devise and implement their own fitness & training programme based on the principles of safe and effective exercising • Recognise and evaluate the impact that fitness has on performance. 	<ul style="list-style-type: none"> • Pupils plan and devise training and exercise activities to suit the activity or vent. Identify specific areas of fitness. • Teach the principles of planning a programme. 	<ul style="list-style-type: none"> • devise and implement exercise and training programmes, applying principles of safety and training • Explain the impact that fitness has on own performance of both skills and strategies.
	<p>Evaluating & Improving Performance</p> <ul style="list-style-type: none"> • To improve their analysis of their own and others performance 	<ul style="list-style-type: none"> • Help them to identify the key factors in their own and others performance, through discussion. • Teach pupils how and what to feedback about performance. 	<ul style="list-style-type: none"> • Identify the factors that effect performance

Medium Term Plan PE

YEAR 10 & 11

TOPIC Athletics

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
Yr 10 - 8 lessons Yr 11 – 4 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To Run showing precision & fluency in the specific type of running To throw with the correct technique and 	<ul style="list-style-type: none"> Choose a run – Sprint Middle distance Hurdles Choose a throw – Javelin Discus Shot Choose a jump – High Jump Long Jump <p>Resources</p> <ul style="list-style-type: none"> Relevant equipment for the above events 	<ul style="list-style-type: none"> Most will be able to demonstrate satisfactory technique in chosen events. Some will be able to show more advanced techniques in their chosen events
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To use the principles of performance in planning a training schedule for certain events. To apply strategies and tactics in their selected events. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Most will be able to plan and design an appropriate training programme for specific events. Some will work independently on their training programme and select appropriate approaches for the event. Chose when to use power and when to use greater control
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> How to continue to improve personal fitness. To understand why regular exercise is beneficial for health 	<ul style="list-style-type: none"> Talk to students about their understanding of fitness & health. Analyse different forms of training and link to their training programme. Teach pupils how to analyse 	<ul style="list-style-type: none"> Most will be able to identify different form of training that will improve their fitness. Some will be able to use more advanced training techniques. All can explain the value of

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	and fitness and social well-being <ul style="list-style-type: none"> • Know where to go to get involved in athletics. 	strength and weaknesses.	joining a club.
	Evaluating & Improving <ul style="list-style-type: none"> • 	•	•