

## PE Unit Overview Year 9

Students have been focusing on the practical elements during the school closure with a focus on circuit training and general fitness. On return to school, all students will be working on tennis, cricket and rounders during the first half term with a skill focus on coaching, leadership, tactics and independent learning. These sports are being covered now as they were unable to be covered in the previous Summer term. The activities that would have been delivered under normal circumstances will be delivered within the Summer term. Team sports should have been covered at this point with a skill focus of teamwork, spatial awareness, decision making, communication and rules of competition. As with last year's Year 9 students, theory lessons will be introduced to allow foundation learning ahead of future GCSE courses. This will help to support primarily both GCSE PE and Science courses.

Across all schemes of work in PE, we will aim to promote the 4 key areas set out in the National Curriculum Programmes of Study to ensure that all students:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives

### Physical Education - Year 9 Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>All students will be taking part in the following activities:</p> <p>Netball Basketball Handball Rugby</p> <p>Theory Functions of the Skeleton Bone Classification Muscles Cardiovascular System</p>	<p>Knowledge Key specific terminology and vocabulary Rules and regulations Development of motor skills Development and understanding of key concepts/skills that be used across different sports How to lead warm ups and cool downs, including stretching of key muscle groups. Develop ability to analyse performance of others and be able to understand areas of weakness and offer constructive</p>	<p>A clear understanding of the skills and techniques needed for each sport/activity. Competent in all sporting areas showing confidence, resilience, integrity, self-motivation, self-management and communication in the knowledge of how to perform each new skill. A sound understanding of the rules and regulations of each sport, coupled with the ability to successfully take part in a competitive format.</p>	<p>Knowledge of previous skills learnt within KS3 help to give a platform to develop new skills within both the tactical and coaching elements. Previous skills taught within a game context enable students to create a deeper understanding and importance for the tactics of the game. Knowledge of prior skills will help provide students with the tools needed in order to spot weaknesses</p>	<p>Extra-curricular clubs both during lunchtimes and after school</p> <p>BBC Bitesize</p> <p>Seneca Learning</p>

	<p>teaching/coaching points in order to improve performance. Develop understanding of tactical awareness and effective use of formations to aid performance. Introduce new theoretical topics that will provide a general understanding ahead of GCSEs in both PE and Science.</p> <p>Understanding Decision making. Developing, adapting and refining skills. Tactical development and awareness within game situations. Attack v defence scenarios looking at how to beat an opponent. Develop an understanding of how our bodies work and how they can affect sporting performance.</p> <p>Skills Practical skills (with increased amount of pressure from opposition, focusing on full-game scenarios) Communication Specific skills within sports: Passing Receiving Moving (with/without ball) Tackling Shooting Beating an opponent</p>	<p>Good confidence when performing and shows a good all-round understanding of skills used. Students will be able to develop transferable skills that can then be applied across different sports and activities. Confidence in own ability in order to successfully 'coach' fellow peers and aid their performance. Successfully able to adopt an appropriate tactical approach within a game. Students will develop a deeper understanding of how the body works and how it can help performance. They will also be able to apply these skills across other subjects.</p>	<p>and provide constructive feedback for peers within coaching.</p>	
--	--	---	---	--

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>All students will be taking part in the following activities:</p> <p>Gymnastics Dance Health Related Fitness Badminton Football</p> <p>Theory Health &amp; Fitness Principle of Training Training Methods Sports Injuries</p>	<p>Knowledge - Key specific terminology and vocabulary; rules and regulations; development of basic fundamental motor skills.</p> <p>Development and understanding of key concepts/skills that be used across different sports</p> <p>How to lead warm ups and cool downs, including stretching of key muscle groups.</p> <p>Develop ability to analyse performance of others and be able to understand areas of weakness and offer constructive teaching/coaching points in order to improve performance.</p> <p>Introduce new theoretical topics that will provide a general understanding ahead of GCSEs in both PE and Science.</p> <p>Understanding Decision making Developing, adapting and refining skills Aesthetic appreciation Develop an understanding of the importance of training and how different methods can help different sports.</p> <p>Skills Practical skills; communication; specific skills within sports: Passing, receiving. moving (with/without ball), tackling, shooting, synchronisation, counter-balance, travel/movement, cannon.</p>	<p>A clear understanding of the skills and techniques needed for each sport/activity.</p> <p>Competent in all sporting areas showing confidence, resilience, integrity, self-motivation, self-management and communication in the knowledge of how to perform each new skill.</p> <p>A sound understanding of the rules and regulations of each sport, coupled with the ability to successfully take part in a competitive format.</p> <p>Good confidence when performing and shows a good all-round understanding of skills used.</p> <p>Students will be able to develop transferable skills that can then be applied across different sports and activities.</p> <p>Confidence in own ability in order to successfully 'coach' fellow peers and aid their performance.</p> <p>Students will develop a deeper understanding of how and why different methods of training can help different performers. They will then be able to use this knowledge to help begin to plan a suitable training plan for themselves.</p>	<p>Knowledge of previous skills learnt within KS3 help to give a platform to develop new skills within the coaching elements.</p> <p>Knowledge of prior skills will help provide students with the tools needed in order to spot weaknesses and provide constructive feedback for peers within coaching.</p>	<p>Extra-curricular clubs both during lunchtimes and after school</p> <p>BBC Bitesize</p> <p>Seneca Learning</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>All students will be taking part in the following activities:</p> <p>Athletics Tennis Cricket Rounders</p> <p>Theory Drugs in Sport PEP – Mini coursework</p>	<p>Knowledge Key specific terminology and vocabulary Rules and regulations Development of basic fundamental motor skills Development and understanding of key concepts/skills that be used across different sports How to lead warm ups and cool downs, including stretching of key muscle groups. Develop ability to analyse performance of others and be able to understand areas of weakness and offer constructive teaching/coaching points in order to improve performance. Introduce new theoretical topics that will provide a general understanding ahead of GCSEs in both PE and Science. Understanding Decision making Developing, adapting and refining skills Develop how to create a training plan that is specific to both them individually and also to their particular sport. Skills - practical skills. Communication. Specific skills within sports: Running, rhrowing, jumping, racket skills (transferred from badminton).</p>	<p>A clear understanding of the skills and techniques needed for each sport/activity. Competent in all sporting areas showing confidence, resilience, integrity, self-motivation, self-management and communication in the knowledge of how to perform each new skill. A sound understanding of the rules and regulations of each sport, coupled with the ability to successfully take part in a competitive format. Good confidence when performing and shows a good all-round understanding of skills used. Students will be able to develop transferable skills that can then be applied across different sports and activities. Confidence in own ability in order to successfully 'coach' fellow peers and aid their performance. Using the knowledge from the previous term, students will be able to successfully plan their own training plan and complete it. They should then be able to see the physical improvements made and be able to make suggestions and improvements where necessary.</p>	<p>Knowledge of previous skills learnt within KS3 help to give a platform to develop new skills within the coaching elements. Knowledge of prior skills will help provide students with the tools needed in order to spot weaknesses and provide constructive feedback for peers within coaching. Using the skills taught within the previous term will help to provide guidance in order to create a successful training plan.</p>	<p>Extra-curricular clubs both during lunchtimes and after school</p> <p>BBC Bitesize</p> <p>Seneca Learning</p>