

Dance

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform basic techniques in a few dance styles; use simple compositional principles with help; need support in devising and presenting dances; use some appropriate terminology to comment on their own and professional dance works; have some sense of what they need to do to warm up and cool down; understand how flexibility, strength and stability can improve performance; identify some strengths and weaknesses in their own compositions and performances; present some ideas to develop and improve dances; show determination to improve and succeed working to the best of their ability.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: demonstrate good techniques and performance skills in a range of styles; use a variety of compositional principles to convey dance ideas; work on their own and with others to devise, rehearse and present dances; plan and implement appropriate warming-up and cooling down activities; describe how improved flexibility, strength and stability in their performance can create greater visual impact; identify where they can take part or watch different dance activities within the local community; describe, analyse, interpret and evaluate dances, demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of their peers; confidently make decisions that improve the quality of performances and compositions; demonstrate consistent improvements since their last performance.

Above Average Attainment

Some children will have progressed further. They will be able to: demonstrate very good technical and expressive skills when performing in a range of styles; compose dances that combine physical, formal and expressive elements to communicate the idea; plan and implement warming-up, cooling down and dance exercise activities that meet the requirements of their dances; demonstrate improved flexibility, strength and stability in their performance, creating visual impact; be responsible and take the initiative to plan and present dances; show some sophistication in their appreciation of dance; demonstrate confidence in consistently improving their own performance; use imaginative ways to entertain audiences.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- how to continue to improve their personal fitness for dance and through dance
- to recognise and describe how regular involvement in dance activity affects their fitness, health and wellbeing
- to identify how and where they can get involved in dance activity

TEACHING ACTIVITIES

- Help pupils understand what each dance style requires in terms of fitness and skill.
- Talk to pupils about the main areas of fitness required e.g. suppleness, stamina, power. Teach them how to improve these aspects of fitness and to recognise what they most need themselves.
- Help pupils to identify where they can dance out of school and to have the confidence to join in.

LEARNING OUTCOMES

- describe the demands that different types of dance activities make upon the body and select the ones that suit them as individuals

Start of Unit End of Unit

- explain how to improve stamina, strength and suppleness for dance and plan an appropriate training programme for their own development

Start of Unit End of Unit

- describe how fitness activities increase their confidence when dancing in their recreational time

Start of Unit End of Unit

Evaluating and improving

LEARNING OBJECTIVES

- to analyse, interpret and evaluate dances with an understanding of style, context and intention and use this understanding to improve their performance
- to take responsibility for making decisions about how to develop and improve their own and others' work

TEACHING ACTIVITIES

- Ask pupils to use technical language to describe the key characteristics of selected dance works, e.g. actions, spatial and dynamic qualities, flow, energy.
- Ask pupils to identify the characteristics of good performance in their own work and in professional exemplars. Help them to reflect on the key characteristics of performance, composition and contexts of specific dance styles in their own work. Ask them to develop relevant criteria for evaluating different types of dance.
- Teach pupils how to rehearse. Help them to practise so that they develop and improve their technical and expressive content. Help them to advise a partner. Teach them how to check for and recognise improvement.

LEARNING OUTCOMES

- describe, analyse, interpret and evaluate dances with some evidence of artistic, aesthetic and cultural understanding

Start of Unit End of Unit

- use their knowledge and understanding of dance to evaluate, adapt and improve their own compositions and performances

Start of Unit End of Unit

- make good choices and take decisions on what to do to improve their own and others' work

Start of Unit End of Unit

Dance Intermediate unit

Start Date

End Date

Developing physical and mental capacity

LEARNING OBJECTIVES

- to demonstrate an understanding of the specific strength required for different dance techniques and how to improve strength
- to understand how flexibility impacts on performance in dance activities
- to demonstrate personal confidence and determination to succeed and encourage others to perform at their best

TEACHING ACTIVITIES

- Teach pupils how strength and flexibility aids successful dance performance and helps to create a wider range of dance techniques
- Talk to pupils about how professional performers prepare both their bodies and their minds for consistent performance
- Show examples of professional performance and discuss the demands the dancers face in terms of strength and flexibility
- Encourage pupils to always perform to their best, with determination and confidence in their own ability

LEARNING OUTCOMES

- show improved strength and stability in a range of dance techniques

Start of Unit End of Unit

- use flexibility to secure safe performance and to create visual impact in dance

Start of Unit End of Unit

- show confidence and determination to perform consistently and to improve on previous performances

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use a range of compositional ideas and principles to compose dances for different choreographic purposes

TEACHING ACTIVITIES

- Ask pupils to observe extracts of professional dance works. Help them to analyse the characteristics of specific styles and to use this analysis to develop their own ideas.
- Ask pupils to consider how different performances might demand different performance skills.
- Teach pupils how to organise and design movement in and through the performance space.
- Help pupils to understand how the rhythm and phrasing of the accompaniment affect their composition.

LEARNING OUTCOMES

- research ideas for dance and improvise freely using different dance styles and techniques

Start of Unit End of Unit

- select appropriate movements and ideas to structure dances which convey the choreographic intention

Start of Unit End of Unit

- demonstrate an understanding of different choreographic principles and use them with increasing competence

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to perform with technical competence and an understanding of selected dance styles

TEACHING ACTIVITIES

- Teach pupils to explore a range of dance styles/forms, e.g. tribal dance, ballroom dances, jazz dance, contemporary dance.
- Teach pupils how to observe, analyse and improvise ideas from source materials, e.g. 'Strictly ballroom' – partner relationships, foot and hand gestures, stepping patterns with changes of direction and dynamics.
- Help pupils to develop and structure material in relation to intention, style and form, e.g. chance encounters – roll a dice to determine the order of the motif: 1 = motif 1, 2 = motif 2, etc.
- Teach pupils a short study based on different dance styles appropriate for the dance idea. Help them to develop and adapt the material using a range of compositional devices.
- Teach pupils to perform with good alignment, posture and clarity of shape.
- Teach pupils to perform with a sense of style.

LEARNING OUTCOMES

- perform with technical competence, demonstrating clarity of action, shape and dynamics and showing an understanding of rhythm, phrasing and sensitivity to the accompaniment

Start of Unit End of Unit

- make fluid transitions between movements and movement phrases and interpret choreographic intention in performance

Start of Unit End of Unit

Dance

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- knowledge and experience of a range of compositional principles
- used professional dance works on video as a learning resource
- experienced different styles and types of dance

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- dance styles and techniques, e.g. issue-based dance, jazz, contemporary, traditional, community dance, choreographic principles, spatial and dynamic qualities, flow, energy

Reading – through the activities pupils could:

- identify what information is needed, and draw together information from different sources

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

In groups, pupils create and perform a dance with three sections to it. Decide on how the sections fit together and ensure that a range of choreographic principles and structures are used when developing the dance. Use the following ideas as a starting point.

- Strictly ballroom
 - strictly competitive: develop group phrases based on gestures, ballroom steps and patterning with a fairly serious competitive edge
 - strictly comic: develop, exaggerate and extend the material to create comic duo sequences, e.g. going wrong, getting tangled, falling over, robotic repetition of gestures, losing a partner, unexpected movements, interrupting step patterns
- Utter chaos: use pupils' ideas to develop a section based on chaos and conflict

Task 2

- Chance encounters
 - finding material: in small groups, each pupil writes six action words/movements on separate pieces of paper that are turned upside down and jumbled up. Each pupil takes six at random and creates a motif using those six words. Pupils then learn each other's motifs. From this material, create a dance that involves individual and/or pair and/or group sections. Develop the dance and perform it

- structuring the material: pupils make decisions about what to do through chance, e.g. selecting cards from a deck, throwing dice, tossing coins, picking telephone numbers, to decide the order of movements, motifs, number of dancers, spacing, pathways, formations, etc, to structure and design the dance
- extend the material: pupils cut and splice motifs with each other to structure new material by chance

Adaptations and variations on the tasks

- make the dances or sections longer to make the task harder, or shorter to make it easier
- use fewer sections, e.g. one or two, to make it easier, or more, e.g. three or four, to make it harder
- allow pupils to select their own ideas and music

Other dance ideas:

- tribal dances (e.g. Maori haka, African)
- social dances (e.g. street dances, lindy hop)
- social/political issues (e.g. drugs, political situations, bullying)
- modern, e.g. West side story
- classical, e.g. Romeo and Juliet
- abstract ideas derived from painting, sculpture, etc

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- research and collect poems, newspapers and stories, identifying what information is needed so that they use different texts as sources
- attend a performance by a professional dance company
- explore the range of opportunities for different age groups to dance in the community
- watch dance performances in films and on television, and by others in school
- participate in school dance clubs and productions
- join community dance workshops, clubs and events
- research 'dance history' in their families and in their local community

Gymnastics

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: select a small range of easier actions and agilities from a specific gymnastic style; perform them safely and with some control; combine a number of actions into a sequence with some help and guidance; make use of a small number of compositional ideas to produce some variation in level and direction in their work; carry out warm-up and cool-down activities with support and direction; understand how improved strength and flexibility can improve performance; show a willingness to improve their work and follow guidance about what to practise to make progress; show determination and the capacity to improve and succeed working to the best of their ability.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: select from and perform a range of skills, actions and agilities in a specific gymnastic style; show good body tension, extension and control; link actions smoothly and cohesively; perform sequences that flow; select and use compositional ideas that meet given criteria; prepare themselves and others effectively for participation in the activities; select and implement safe warm-up and cool-down programmes; describe how increased strength and flexibility can improve performance; have a clear idea about how to develop, progress and improve their own and others' work; take the initiative to put ideas into practice; demonstrate determination and resilience when faced with challenging situations.



Above Average Attainment

Some children will have progressed further. They will be able to: perform a wide range of higher order actions and agilities separately and in combination; show flair in their performance; link a series of actions fluently into cohesive and carefully designed sequences; adapt their work to meet new demands, criteria and themes, showing a good awareness of their audience; prepare for activity taking into account the need for conditioning and skills work; demonstrate how improved strength and flexibility impacts on performance; adapt ideas and actions to incorporate the level of skill that others have; prioritise and take action to develop, refine and improve their work; make clear and accurate judgements about the quality of their own and others' work responding to changing situations; be creative in solving problems and overcoming challenges.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to improve their personal fitness for gymnastics and through gymnastics
- to recognise and describe how regular involvement in gymnastic activity affects their fitness, health and social wellbeing
- to identify where and how they can get involved in gymnastic activity

TEACHING ACTIVITIES

- Teach pupils to recognise and analyse the physical demands of gymnastic activity while they are practising and performing, especially those related to muscles, joints, heart and lungs.
- Talk to pupils about the main areas of fitness required, e.g. suppleness, strength and stamina. Talk about how they can improve these areas of fitness and help them recognise their own strengths and weaknesses.
- Talk to pupils about the opportunities to extend their interest in gymnastic activities outside lessons, e.g. through trampolining, ice skating, skateboarding. Help them understand the requirements in order to have the confidence to take part.

Evaluating and improving

LEARNING OBJECTIVES

- to analyse performance and use information to influence and improve their own work
- to take responsibility to make decisions about how to develop and improve their own and others' work

TEACHING ACTIVITIES

- Ask pupils to watch others perform individual actions and whole sequences. Help them to devise checklists of key things to watch so that they can make accurate judgements based on criteria. They can make a note of their observations to refer to. Teach them how to describe what they see and to use technical evaluative language to explain main strengths and weaknesses.
- Help pupils to identify possible steps for progression and improvement. Teach them to select a priority and carry out an action to improve the quality, control, fluency and design of their own performance and their sequences. Help them to advise a partner. Teach them how to check for and recognise improvement.

Gymnastics Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- explain what they need to do to continue to improve their personal fitness for gymnastics

Start of Unit End of Unit

- identify opportunities that will allow them to continue their interest in gymnastic activities outside lessons

Start of Unit End of Unit

LEARNING OUTCOMES

- devise and use criteria and checklists to analyse performance effectively

Start of Unit End of Unit

- identify correctly important strengths and weaknesses

Start of Unit End of Unit

- make good choices and take decisions about what to do to improve their own and others' work

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to demonstrate an understanding of the specific strength required for different gymnastic techniques and how to improve strength
- to understand how flexibility impacts on performance in gymnastics
- to demonstrate the determination to succeed and the mental strength to progress and improve in gymnastic activities

TEACHING ACTIVITIES

- Teach pupils about the specific requirements for strength and flexibility in a range of gymnastic actions/routines
- Ask them to create a warm up routine which develops strength and flexibility in readiness for more demanding gymnastic actions
- Teach pupils to persevere when faced with complex routines and to work towards refined and consistent performances
- Encourage pupils to mentally prepare for successful performance of routines in front of an audience

LEARNING OUTCOMES

- show good application of strength and flexibility in gymnastic performance

Start of Unit End of Unit

- show determination to succeed and resilience when faced with challenges

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use compositional principles in designing and creating sequences
- to adapt sequences and their designs, taking account of their own strengths and weaknesses and those of their partners

TEACHING ACTIVITIES

- Ask the pupils to explore ways of performing movement phrases and actions using different speeds, levels and direction. Teach them how to transfer weight to produce different dynamics, e.g. speed and height, and to initiate changes in direction.
- Teach pupils compositional principles related to pair and group relationships which enhance their sequences, e.g. shapes with and without partner contact, using symmetry and asymmetry, working at different levels, using the same or different speeds. Teach them how to prepare a sequence for performance to an audience.
- Help pupils to explore variations to their own work. Teach them how to incorporate others' ideas into their own work. Teach them how to combine their own and others' sequences and to adapt both to produce a new one.

LEARNING OUTCOMES

- design sequences on their own and in groups showing a clear understanding of compositional principles

Start of Unit End of Unit

- perform their sequences with a clear understanding of the criteria for judging them and of performing to an audience

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques for the style of gymnastics with control and precision

TEACHING ACTIVITIES

- Ask pupils to select, combine and practise a variety of short movement phrases individually so they link and flow. Teach them specific skills, techniques and agilities for the style of gymnastics chosen, e.g. Olympic, rhythmic, sports acrobatics, formal and informal.
- Help pupils to combine some of their own ideas with those of a partner. Teach them principles of partner support so they can explore and select ways of supporting each other's weight, e.g. in sports acrobatics or linking actions together, e.g. in rhythmic gymnastics. Teach them how to combine their pair work with another pair so that they operate as a group.
- Teach pupils specific partner supports that are both still and dynamic, e.g. for sports acrobatics-based work. Encourage them to use tension and extension to improve their control.
- Teach pupils different ways to use a range of apparatus, and the specific skills and agilities that go with them, e.g. for rhythmic gymnastic-based work or Olympic gymnastic-based work.

LEARNING OUTCOMES

- perform a range of skills, agilities and movement phrases with precision, tension and extension

Start of Unit End of Unit

- show confidence in their movement and have good control of their bodies

Start of Unit End of Unit

- transfer weight well to initiate and stop movement

Start of Unit End of Unit

Gymnastics

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- knowledge and understanding related to extended flight
- performed recognised vaults and agilities
- warmed up and cooled down independently
- awareness of safety guidance
- supported a partner physically

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- different events, e.g. Olympic gymnastics, rhythmic gymnastics, sports acrobatics
- performance, e.g. partner support and contact, performing to an audience, principles of composition and performance, preparation for activity and performance, judging against criteria, suppleness, stamina

Speaking and listening – through the activities pupils could:

- follow an argument, demonstration, etc, making notes which are then used in another task

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

Pupils design, prepare and perform a group sequence on the floor. The sequence must last between 1 and 1.5 minutes, and involve four or five performers. It should incorporate a range of pair and group contact support shapes and balances. Pupils should prepare it for a display taking into account the position of the audience.

Adaptations and variations on the task

To make it easier:

- reduce the size of the group
- reduce the length of the sequence

To make it harder:

- increase the size of the group
- increase the number and difficulty of the agilities
- limit the performance space

To vary the task:

- perform the sequence in a different order, e.g. in reverse

Task 2

Pupils design, prepare and perform a group sequence using apparatus. The sequence should last 1 to 1.5 minutes. It should make use of either fixed/Olympic apparatus, or rhythmic gymnastic apparatus. Pupils should use a specific style of gymnastics and set out criteria against which they wish their sequence to be judged.

Adaptations and variations on the task

- Use a different style of gymnastics and apply the rules for it.
- Ask pupils to decide on the rules and conventions and create sequences using their own style.
- Ask them to perform their sequences to music.
- Change the groups and ask pupils to teach each other their sequences, and then combine them to make new ones.
- Ask pupils to perform their part of the sequence by themselves.
- Ask pupils to swap roles and perform each other's parts in a sequence.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join school or local gymnastic clubs (information on local clubs can be found at www.english.sports.gov.uk)
- organise gymnastic displays or competitions for pupils to take part in and watch
- watch high-quality performances live or on video
- research particular aspects of gymnastics using different texts

Swimming

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: swim three strokes with control of legs and arms and breathing; swim the fourth stroke with basic technique over short distances; sustain their effort and form over 50m to 100m; perform many personal survival skills with control; play water polo using a small range of techniques; recognise the need for different tactics and approaches to challenges and events; recognise different areas of fitness required in swimming; understand how cardiovascular fitness affects performance in swimming; describe, with help, aspects of their own and others' technique; suggest some ways of improving performance.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: swim four strokes with fluency and control using correct arm and leg actions; be able to breathe with control; start and turn efficiently for each stroke; sustain their form over long distances; perform a wide range of personal survival techniques with confidence and control; adapt their swimming skills to play water polo; select suitable tactics and approaches to tasks and challenges; identify fitness requirements of different challenges and events; demonstrate improved cardiovascular fitness; devise appropriate preparation activities and exercises; apply effectively the principles of practice and training for sustained improvement; describe accurately their own and others' techniques, selecting aspects that need improving; take the initiative to improve their own performance, demonstrating self confidence and determination.

Above Average Attainment

Some children will have progressed further. They will be able to: swim with speed, power and control; coordinate legs, arms and breathing; show good body position in all four strokes, sustaining form over longer races and events; play water polo effectively using a wide range of techniques and strategies; show a high degree of confidence and competence in personal survival skills; identify key aspects of fitness, and devise preparation programmes, which they monitor and adapt over time ensuring sustained improvement; take the initiative to analyse their own performance and put into place activities and exercises to improve it; understand the challenges faced by others and are able to lead and encourage them to perform at their best.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

Evaluating and improving

LEARNING OBJECTIVES

- to recognise and describe how swimming regularly affects their fitness, health and social wellbeing
- how to improve their personal fitness
- to identify how and where to get involved in health-enhancing physical activity

TEACHING ACTIVITIES

- Ask pupils to check their pulse and breathing rates at various points during lessons. Teach them how to pace their effort to keep pulse and breathing rates at a range of specific levels.
- Talk to pupils about how different intensities of exercise affect specific types of fitness. Teach them how swimming helps their cardiovascular fitness. Teach them how increased flexibility in the shoulders will help their stroke, especially in butterfly and backstroke. Teach them how these types of fitness are important for all-round health and wellbeing.
- Ask pupils to investigate and identify places to go for swimming. Talk to them about how to plan regular swimming to help their fitness and health.

LEARNING OBJECTIVES

- to analyse performance and use the information to influence and improve their own progress
- to take responsibility for decisions about how to develop and improve their own progress and that of others

TEACHING ACTIVITIES

- Ask pupils to watch others swim using videos if appropriate. Talk to them about what to look out for. Teach them how to recognise strengths and weaknesses. Teach pupils how to describe performance using technical language.
- Teach pupils how to recognise when fatigue affects performance and technique.
- Help pupils to use information such as time, heart rate, feedback from others, etc, to analyse their own performance. Teach them how to use the information to decide what needs to be concentrated on next. Help them to set targets for themselves and others. Teach them what sort of activities and exercise will help them to meet the targets.

Swimming Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- describe how their bodies respond to different swimming tasks using information about their heart and breathing rates

Start of Unit End of Unit

- identify specific training that should improve their individual fitness

Start of Unit End of Unit

- explain how the ways their bodies work affect different types of fitness and contribute towards their own health

Start of Unit End of Unit

LEARNING OUTCOMES

- observe others accurately, and describe their own performance in a range of tasks

Start of Unit End of Unit

- identify strengths and weaknesses in performance using a range of information

Start of Unit End of Unit

- explain what action needs to be taken to improve performance and take responsibility to carry it out

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to design, plan and follow an appropriate training programme to improve cardiovascular fitness in water based activities
- to work with confidence and determination when faced with water based challenges ensuring sustained commitment to progress
- to encourage pupils to develop the skills to support and lead others in water based activities

TEACHING ACTIVITIES

- Teach pupils how to plan and design a cardiovascular training programme for a water based activity and help them to use it to develop greater physical capacity in the water
- Develop pupils confidence in their own ability and teach them to work with determination leading to sustained improvement
- Enable pupils to develop empathy for others and encourage them to take a lead in inspiring others to perform well

LEARNING OUTCOMES

- demonstrate cardiovascular fitness in water based activities and have structured plans for improvement

Start of Unit End of Unit

- show confidence in their own ability and the determination to work for sustained improvement

Start of Unit End of Unit

- have an understanding of the challenges faced by others and are able to lead and encourage them to perform at their best

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance in planning tactics and strategies for the tasks and challenges
- to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Ask pupils to try out parts of each task to meet different targets for time, distance and technique. Help them to work with a partner or in a small group to set their own targets and challenges related to the tasks. Talk to them about different ways of approaching each task or challenge.
- Ask pupils to try different orders and combinations of skills in the tasks. Help them to work in small teams to meet challenges by sharing out the work in different ways. Teach them how to recognise and use their own and others' strengths in sharing out the work.
- Teach pupils to recognise potential dangers in and around water and to identify how the personal survival skills can be used in each situation.

LEARNING OUTCOMES

- identify and use a range of strategies, skills and techniques to meet challenges and tasks

Start of Unit End of Unit

- select suitable approaches for themselves, varying them when working with others and as conditions change

Start of Unit End of Unit

- use combinations of skills and techniques that suit the needs of the task

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques specific to the task or challenge effectively and efficiently

TEACHING ACTIVITIES

- Ask pupils to swim using front crawl, back crawl and breaststroke for two or more lengths. Help them to use legs and arms in combination. Help them control their breathing. Teach them how to start and turn properly using each of these strokes. Teach them to swim butterfly with control and fluency.
- Ask the pupils to swim carrying and propelling a variety of equipment, e.g. water polo balls, large body-sized floats. Teach them different ways of swimming with a ball. Teach them to throw the ball accurately with either hand and when on their back and front.
- Ask pupils to use different methods of floating. Help them to use different ways of sculling and swimming that conserve energy. Teach them how to enter the water from the side in different ways. Teach them a variety of ways of surface diving.

LEARNING OUTCOMES

- perform a range of skills in the tasks and challenges with control of arms, legs and breathing

Start of Unit End of Unit

- perform a range of skills and techniques with precision and control

Start of Unit End of Unit

- show confidence both on the surface and under water

Start of Unit End of Unit

Swimming

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- learned the basics of all four strokes
- used a range of personal survival skills and techniques
- taken times and measured distances
- set targets for themselves
- observed and described performance
- worked in groups to plan activity
- played invasion games
- conducted simple investigations

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- challenges and targets, e.g. starts, turns, stroke technique, water polo, timekeeper
- safety, e.g. lifesaving, analyse techniques and heart rate

Through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

Investigate the best way to use three strokes for at least 25m each to swim 150m. Use the strokes in different orders. Use the correct starting techniques and turns for the strokes.

Adaptations and variations on the task

- Set specific distances for each stroke. Set specific time targets for each stroke or length.
- For the less able, concentrate on two strokes rather than three or four strokes. For the most able concentrate on their weaker strokes.
- Run the task by individual lengths and strokes. Get pupils to work in pairs or threes on each element.

Task 2

Work in a small group to devise practices which will develop the pupils' water polo skills, e.g. of passing, dribbling, shooting. Take on another team in 3 v 3 games across the pool.

Adaptations and variations on the task

- Ask pupils to work with a variety of equipment. Get them to identify different skills they can try out.
- Set up simple 4 v 2 games where the larger team attacks across a pool. Have relays of attackers.
- Use different goals including basketball-type hoops or skittles on the side of the pool to knock over.

- Set up simple races and problem-solving challenges using skills appropriate for water polo.
- Play full-sided games.

Task 3

See if pupils can beat distance and task challenges set by themselves, a partner or the teacher. Swim continuously for between 8 and 12 minutes in a circuit including the following tasks: feet first surface dive, head first surface dive, swimming through a hoop floating just below the surface, treading water for 15 seconds with one arm out of the water throughout. Finish by climbing out of the deep end unaided. Score points for each task and circuit completed. Pupils may select which tasks they do, to maximise their points scoring.

Adaptations and variations on the task

- Use a range of personal survival challenges.
- For the most able introduce some lifesaving skills. For the least able shorten the circuit or limit the number of challenges in it.
- Make the time limits longer to increase the challenge and shorter to make it easier.
- Ask pupils to set personal challenges, which relate to the length of time to swim, the maximum time to complete the challenge; or a points target (where challenges are given points for difficulty and pupils score as many as possible within the time limit).

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- swim regularly and frequently to give them confidence and improve their technique and fitness
- join an after-school club for events training, personal survival awards, water polo or synchronised swimming
- join local clubs to access coaching
- identify local swimming pools and schemes
- take part in an intramural competition
- take part in a 50k or a 100k club

Athletics

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform the basic requirements of the various events and be aware of the demands of the various activities; attempt to master the technical aspects of events; recognise how increased cardiovascular fitness and strength can improve performance; understand how limitations in terms of maximum speed affects performance in athletic activities; plan a training programme with assistance and understand the benefits of an effective warm up and cool down; attempt to improve their abilities by observing and copying other pupils' performances; demonstrate a willingness and determination to improve.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: explain the different demands of various events; demonstrate good technique in chosen events; plan appropriate warm ups and stretches for the events; suggest ways of increasing cardiovascular fitness and strength which leads to improved quality of performance; explore ways of developing speed to improve performance in a range of athletic activities; design and implement basic training programmes for specific events securing sustained improvement; adapt with confidence their approaches to events as they identify priorities for improvement; use their initiative to take corrective action.

Above Average Attainment

Some children will have progressed further. They will be able to: perform fluently and with confidence in a wide range of events showing a sound understanding of the relationship between fitness, technique and strategy; demonstrate increased cardiovascular fitness and strength which leads to improved quality of performance; use ways of developing speed to improve performance in a range of athletic activities work independently on their training programme and monitor improvements in performance; adapt and modify their technique as a result of analysis of both their own and others' performances; demonstrate self confidence and determination to be successful in a range of athletic activities.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to know how to continue to improve their own personal fitness
- to understand why regular exercise has a positive effect on their own health, fitness and social wellbeing
- to know where and how to get involved in health-enhancing activity

TEACHING ACTIVITIES

- Talk to pupils about their understanding of fitness (skill-related and health-related) and help them to identify the elements that would be most beneficial to them as individuals.
- Analyse different forms of training and link them to training programmes for specific activities or events. Investigate the differences between a fitness programme designed to enhance health and one to maximise performance.
- Teach pupils how to analyse strengths and limitations they may recognise within each other, e.g. elements of strength, speed, reaction time, coordination and stamina (cardiovascular and muscle). Link discussion to body types.

Evaluating and improving

LEARNING OBJECTIVES

- to use information gained from analysis of a performance to influence and improve their own work and the work of others

TEACHING ACTIVITIES

- Teach pupils to analyse the similarities and differences between performance, e.g. use a video/digital camera to record a number of performances from one pupil. Teach them to focus on specific aspects and to describe them accurately.
- Explore the key factors that influence performance, encourage the pupils to identify the elements of technique that are well performed and those that require improvement. Help them to prioritise the areas of improvement. Teach them how to tell whether technique or body conditioning/fitness is the most important to work on to make improvements.
- Teach pupils how to record, monitor and explain improvements in performance. Give pupils individual targets, or ask them to set their own, so that improvements can be set against previous performance.

Athletics

Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- identify different forms of training that will improve their own personal fitness

Start of Unit End of Unit

- select exercises and training activities appropriate to an event

Start of Unit End of Unit

- explain the value of joining a club

Start of Unit End of Unit

LEARNING OUTCOMES

- analyse performance accurately

Start of Unit End of Unit

- identify the key factors that underpin successful performance

Start of Unit End of Unit

- set targets and programmes to improve performance

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand how strength affects performance in Athletics and demonstrate how it might be developed in specific athletic events
- to demonstrate how cardiovascular fitness can be developed for specific athletic events and understand how to make improvements in performance
- to understand how speed can be improved through practices and training and be aware of the individual physiological limitation that limit individual maximum speed
- to demonstrate the confidence to overcome athletic challenges and personal determination to be successful in athletics

TEACHING ACTIVITIES

- Teach pupils how to improve both cardiovascular fitness and strength to support performance in athletics
- Explore why different people are naturally faster than others. Help pupils to understand the physical elements which can be improved and apply these to their sprinting techniques
- Help pupils to understand the pressures of athletic performance/competition and how to manage pre event anxiety to ensure performance is not compromised

LEARNING OUTCOMES

- demonstrate improved cardiovascular fitness during the course, can explain how strength affects performance and plan an appropriate training programme for specific events

Start of Unit End of Unit

- can explain why different people have different limitations in terms of maximum speed and plan a programme to secure improvement

Start of Unit End of Unit

- has the personal confidence and determination to be successful in a range of athletic events

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance in planning tactics and strategies for the tasks and challenges
- to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Teach pupils how to run at an even pace over middle and longer distances. Help them to vary their pace while keeping their form. And direct them to set targets for distance, completed over various times, e.g. 200m in the first 45 seconds, or 90 seconds per lap, or 15 seconds for each 50m.
- Ask pupils to select appropriate starting positions for different tasks and events. Encourage them to explain why each is the best for the situation. Help them to see how these can help running-up in jumps and some throws.
- Ask pupils to plan how to run a race as an individual and in a relay. Encourage them to think about how to split the distance or time in terms of effort, speed and individual share.
- Talk to pupils about their grip and approach to throwing events. Help them to decide when to focus on technical control and accuracy and when on power.
- Talk to pupils about how to select and perfect their own run-up in jumps. Teach them how to mark it out with checkpoints. Help them to decide when to concentrate on technical accuracy and control and when on power.

LEARNING OUTCOMES

- select appropriate approaches for the event

Start of Unit End of Unit

- distribute their effort effectively within a competition

Start of Unit End of Unit

- choose when to use power and when to use greater control

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to show precision, control and fluency in a range of chosen events

TEACHING ACTIVITIES

- Ask pupils to demonstrate their starting technique. Teach them to improve their 'pick up' and acceleration by focusing on short strides to longer strides, arm action, leg action and body position. Develop their ability to sustain smooth sprinting action from 10 to 30 seconds.
- Ask pupils to explore using different stride lengths and pacing over longer time spans, e.g. 1 minute to 3 minutes. Teach them how to run smoothly by keeping shoulders and arms relaxed, stride length even and head still.
- Teach pupils effective relay change-overs on the circular track, and as in indoor athletics (straight track). Focus on timing incoming and outgoing runners for maximum speed at take over, concentrating on hand position and pick up.
- Teach a range of grips for shot, discus and javelin, and for other implements. Teach pupils arm, head and body position. Teach them short run-ups/shifts/turns. Focus on the position of the feet and the length of the strides.
- Talk to pupils about foot patterns and stride lengths in jumping. Teach them about a long last stride, how to sink hips just before take off, and how to use the arms to lift and keep balance.

LEARNING OUTCOMES

- demonstrate good technique in all phases of a run or race

Start of Unit End of Unit

- use a range of throwing and jumping techniques with precision and power, incorporating preparation and recovery phases

Start of Unit End of Unit

Athletics

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- acquired sound techniques in events, including sprints, middle distance, jump and throw
- gained knowledge of relay racing and appropriate techniques
- awareness of their strengths and limitations in athletic activities
- applied strategies in competitive situations
- awareness of the different demands of various events
- warmed up and cooled down appropriately

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- running, throwing and jumping, e.g. static stretch/passive stretch, controversial stretches, Achilles tendon, hamstring, abductors, quadriceps, pectorals, biceps, triceps, abdomen, aerobic, anaerobic, interval training, fartlek training, endurance, power

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Reading – through the activities pupils could:

- identify what information is needed, and draw together information from different sources

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1: running

The purpose of the task is to find out the critical distance, where a single runner is overtaken by the last runner in a relay team. Working in a group, they can take turns to be the individual runner racing the relay team. Race them over different distances between 100m and 400m. The relay team should share the effort out fairly so that they run roughly equal amounts of time or distance. When the critical distance is found for one runner they should see if they can extend it or the relay team can reduce it.

Adaptations and variations on the task

- Use shuttle runs and other short circuit runs rather than going round the track.
- Work indoors rather than out.
- Instead of running, the individual could hurdle.
- Some relay teams could use a mixture of running and hurdling.
- Rather than making them race over the same distance, make them race over a specific time, e.g. 45 seconds, 1 minute, 2 minutes, etc.
- Ask relay teams to vary the order in which they run.

- The individual could race against a team dribbling a ball.
- The quickest runners should give the relay team a head start.

Task 2: throwing

The purpose of this task is to discover the effect that a run-up/shift/turn has on distance and accuracy in a throwing activity or event. Measure the distance achieved with a specific event or throw with a standing throw, 1 pace, 3 paces, and 5 paces (where appropriate). Work at improving the distance for each and decide which approach is best for each style of throw.

Adaptations and variations on the task

- Vary the weight of the throwing implement to suit the individual.
- Increase the length of run-up or number of turns used to make it harder. Decrease speed and length to make it easier.
- To vary the challenge, using appropriate equipment, throw for height rather than distance, e.g. over a barrier, or against a wall.
- Use the specific rules of an event to make it harder.
- Allow pupils to follow-through past the throwing line to make it easier.

Task 3: jumping

The purpose of the task is to investigate the effect that stride length in a run-up has on the distance or height jumped. Use short run-ups of five to seven strides. Try short, even-length strides; long, even-length strides; and stride patterns with a mixture of lengths. Select a pattern that works best and then incorporate it into a longer run-up.

Adaptations and variations on the task

- Use long jump, triple jump or high jump for the investigation.
- Avoid using a board to make it easier. Introduce a board to make it harder (in long jump and triple jump).
- Some pupils could be challenged by taking off on their non-preferred leg.
- Jump for height, e.g. reach a basketball hoop rather than over a bar.

EXTENSION AND ENRICHMENT

Schools could:

- provide school-based indoor and outdoor clubs for athletic activities
- set up 100k challenges where pupils record distances completed over time and receive a certificate when the total reaches 100k
- provide links to community-based clubs
- set up inter-form/house and inter-school competitions
- encourage pupils to watch quality performance live, on television or on the internet

Outdoor and adventurous activities

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: read a map with some accuracy in familiar environments; find their way around short orienteering courses; will have a go at new activities with confidence; take part in group challenges and journeys playing a supporting role; use some skills needed in outdoor and problem-solving challenges; employ with assistance coping strategies to help manage success or failure; behave safely and describe potential hazards; follow instructions to prepare for an event or challenge; recognise some strengths and weaknesses in their work; follow suggestions which improve their efficiency.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: read a map and compass with accuracy in environments they are familiar with; confidently transfer previous learning to new situations; navigate in a group in unfamiliar environments; plan how to approach a challenge, competition or journey; use skills and techniques needed in the challenges with control and safety; demonstrate determination when faced with new challenges; work safely and follow safety procedures; prepare effectively for a challenge, understanding the need for physical preparation, clothing and emergency equipment; evaluate progress and outcomes of a challenge with accuracy; take action to improve efficiency and safety; use a range of coping strategies to help manage success and failure maturely.



Above Average Attainment

Some children will have progressed further. They will be able to: show good navigation skills; take the lead in a group in navigating in unfamiliar environments; plan effectively for a challenge, competition or journey; use a range of technical skills in outdoor activities with confidence and accuracy; identify hazards and avoid them; make good use of their knowledge of safe procedures; take the initiative and care to prepare for an activity; demonstrate confidence and determination when faced with complex challenges; identify appropriate physical conditioning, clothing, and emergency equipment; analyse and evaluate the efficiency and safety of action taken; respond quickly and independently to improve performance; understand the challenges and limitations faced by others and are able to take the initiative to lead, encouraging others to manage success and failure maturely.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- how to continue to improve their personal fitness for outdoor activities
- to recognise and describe how regular involvement in outdoor activities affects fitness, health and social wellbeing
- to identify how and where to get involved in health-enhancing physical activity

TEACHING ACTIVITIES

- Help individual pupils devise training programmes that will improve their fitness level in specific activities and prepare them sufficiently to be able to feel confident.
- Help pupils identify how becoming involved in specific outdoor activities affects their health and personal wellbeing.
- Teach pupils what clothing and equipment will keep them safe. Teach them the importance of food and the need for emergency rations in outdoor activities.

Evaluating and improving

LEARNING OBJECTIVES

- to analyse performance and use the information to influence and improve their progress
- to take responsibility for making decisions about how to develop and improve their own and others' progress

TEACHING ACTIVITIES

- Ask the pupils to talk about the tasks they are involved in. Help them to select the key aspects of the activity or challenge.
- Help pupils to check back on their initial decisions and to explain what they would have done in hindsight. Teach them how to evaluate individual and group contributions and effectiveness.
- Talk to pupils about what they will learn from the experience. Ask them to carry out similar tasks, using their knowledge and understanding to complete them more efficiently.

Outdoor and adventurous activities

Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- explain clearly what they need to do to be able to achieve a higher level of fitness in the specific activities involved in outdoor and adventurous activities

Start of Unit End of Unit

- describe how being involved in outdoor and adventurous activities helps their personal health and wellbeing

Start of Unit End of Unit

LEARNING OUTCOMES

- work collaboratively to improve on group effectiveness and respond constructively to the environment they are in

Start of Unit End of Unit

- review practice as a matter of course and start to set targets for improvement

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to apply previous learning to successfully overcome challenges and new situations with confidence and determination
- to manage success and failure and use appropriate coping strategies to persevere, prioritise and progress
- to support and encourage others to be successful and to be resilient when faced with disappointments

TEACHING ACTIVITIES

- Encourage pupils to talk about success and failure and teach them strategies to enable them to cope effectively
- Enable individuals and groups to use their skills in new situations to develop resilience when faced with significant challenge

LEARNING OUTCOMES

- show maturity, confidence and determination in new situations

Start of Unit End of Unit

- can manage success and failure using a range of coping strategies

Start of Unit End of Unit

- show initiative and leadership in group situations

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance in planning strategies for the task or challenge
- to adapt strategies taking account of their own and others' strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Ask pupils to follow a short course. Talk to them about the alternatives and help them to try some of them out. Teach them to plan the way to follow a course.
- Help pupils to identify the main elements of a problem or challenge. Teach them to work together to find alternative ways of approaching the task. Ask them to write down their decisions and to carry them through. Teach them how to alter their decisions when the need arises.
- Teach pupils how to select techniques, routes and equipment safely and efficiently.

LEARNING OUTCOMES

- select and apply appropriate techniques or strategies to practical contexts

Start of Unit End of Unit

- work together to identify, prepare for and execute a challenge, so that conflicting evidence has been discussed, evaluated and a conclusion reached

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques specific to the task or challenge effectively, safely and efficiently

TEACHING ACTIVITIES

- Ask pupils to follow a range of different trails using a map. Teach them to use a compass to follow a course set out by bearings. Teach them to use a compass in conjunction with a map.
- Ask pupils to solve a range of problems and challenges using a variety of skills and equipment. Teach them how to work together to complete specific skills or tasks.
- Teach pupils specific skills and techniques needed in outdoor activities, e.g. rock climbing, sailing, canoeing.

LEARNING OUTCOMES

- consistently use specific techniques and skills accurately

Start of Unit End of Unit

- adapt skills to new and unfamiliar situations

Start of Unit End of Unit

Outdoor and adventurous activities

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- used a map and compass
- planned short journeys
- experienced some outdoor activities, e.g. walking, canoeing, sailing
- worked in groups and teams to solve problems in different environments

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- planning and safety, e.g. orienteering controls, journeys and expeditions, country code, emergency procedures and safe practice
- outdoor activities, e.g. rock climbing, sailing, canoeing
- map reading, e.g. grid references, compass bearings

Speaking and listening – through the activities pupils could:

- ask different sorts of questions to extend thinking and refine ideas
- discuss and evaluate conflicting evidence to arrive at a considered viewpoint

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1: orienteering/navigation

In teams, pupils plan, organise and participate in an orienteering competition on a familiar site, which could include open fields and woods. Controls vary in value and teams can select 10 controls from a possible 20 in order to score the highest number of points in their team.

Adaptations and variations on the task

- Set up courses using permanent controls around the school site.
- Set up courses where only compasses and clues are used to navigate a course.
- Use areas unfamiliar to the pupils.
- Set challenges on shorter courses and involve pupils in relays or team challenges.
- Maps can be changed for diagrams, clues or photographs.
- The highest scoring controls could be placed the furthest away from the base or in the most difficult places to find.

Task 2: outdoor challenge

Choose one of the following tasks:

- Pupils complete a course appropriate to the outdoor activity, e.g. sailing/windsurfing a triangular course in a competition, completing a single pitch climb, ensuring all safety aspects are covered. Pupils set targets for completing courses of increasing difficulty or for finishing in particular positions, in a regatta or competition.
- Pupils prepare a one-day expedition in daylight hours. Members of the group experience leading and pacing, responsibility for safety issues, preparation of a meal and management/organisation issues.

Adaptations and variations on the task

- Ask pupils to work on familiar areas to make the task easier.
- Increase the length of the challenge to make it harder, and reduce it to make it easier.
- Change the activity to suit local needs, e.g. a water-based activity, such as canoeing, walking in demanding/exposed terrain.
- Competitions may be between pupils on the course or between similar groups in different schools.
- Expeditions may be made more difficult by asking pupils to deal with an 'emergency' during the day.
- Give pupils a single outdoor activity to work on, in depth, or a variety of broader-based activities.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join extracurricular outdoor activity and problem-solving clubs
- join local community-based outdoor activity clubs
- use these activities during team building and induction activities and programmes
- take part in school-organised outdoor activity or 'expedition' days
- take part in the Duke of Edinburgh's Award scheme and other similar schemes

Outdoor education centres

Some schools could deliver the whole programme or extensions to it by using these centres.

Residential experience

Some schools could use this area of activity as the focus for residential experience.

Invasion games

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: consistently use a small range of specific techniques in the games played, showing more precision when they have time and space; play a supporting role in the planned starts and restarts organised by the groups they work in; contribute to group planning, making sound observations and suggestions about how to improve the quality of play; recognise how explosive bursts of speed can help gain advantage over an opponent; warm up and cool down safely drawing on ideas given to them; understand the benefits of increased cardiovascular fitness in invasion games; plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving; demonstrate a determination to improve and succeed; employ with assistance coping strategies to help manage success or failure.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; suggest ways of developing explosive bursts of speed to gain advantage over opponents; 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 in a team effectively; warm up and cool down safely and effectively using their own ideas; suggest ways of improving cardiovascular fitness which leads to sustained activity; plan and lead short sessions with others showing a sound understanding of what is needed for the games played; use a range of coping strategies to help manage challenging competitive situations, demonstrating resilience as a team player.



Above Average Attainment

Some children will have progressed further. They will be able to: select from a wide range of more advanced techniques, applying them efficiently and effectively in games played with speed and precision; plan, implement and adapt tactics and form game plans in a range of situations and games, making a significant contribution to team effectiveness in a variety of roles; demonstrate increased cardiovascular fitness leading to a high level of sustained activity; have a good understanding of the need to warm up and cool down using a good range of ideas and carrying them out thoroughly; use explosive bursts of speed consistently to gain advantage over the opposition; take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play; analyse individual and team play, describing the impact of each clearly and accurately; use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- how to continue to improve their personal fitness in and through games
- to understand why regular exercise has a positive effect on their own health, fitness and social wellbeing
- where and how to become involved in health-enhancing physical activity

TEACHING ACTIVITIES

- Listen to pupils talk about their understanding of fitness and investigate how invasion games can help improve fitness.
- Help pupils devise a training regime that encourages fitness for invasion games.
- Teach pupils ways in which invasion games can be used as part of a balanced programme of health-related activities.
- Help pupils find the confidence to play games out of school and talk to pupils about the range of contacts in the community. Introduce pupils to people who can help them become involved in invasion games beyond the school day.

Evaluating and improving

LEARNING OBJECTIVES

- 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 and that of others

TEACHING ACTIVITIES

- Teach pupils how to observe the similarities and differences in performance of technique or the execution of tactics in small-sided games.
- Talk to pupils about the key factors that influence successful tactical outcomes in invasion games and help them to prioritise areas for improvement.
- Ask pupils to monitor improvements in performance, e.g. playing in a game, officiating, coaching, organising, and discuss the impact of practice.
- Help pupils refine their ability to set individual and team targets, so that any improvement can be measured against previous performance.

Invasion games

Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- identify what they need to do to become fitter to play games
 Start of Unit End of Unit
- explain the effects of regular exercise on the body, how it contributes to health and wellbeing, and how it affects different parts of the body
 Start of Unit End of Unit

LEARNING OUTCOMES

- observe performances and identify strengths and weaknesses in their own and others' performance
 Start of Unit End of Unit
- identify what they need to improve, set targets for improvement and practise to improve their game
 Start of Unit End of Unit

Colour code the **LEARNING OUTCOME** boxes at the **start** and **end** of unit: **RED = 90% not achieved, AMBER = 50% achieved, GREEN = 90% achieved**

Developing physical and mental capacity

LEARNING OBJECTIVES

- to improve cardiovascular fitness and demonstrate its impact on performance in a range of games situations
- to use speed effectively to outperform others and understand how to improve personal performance through the use of explosive bursts of speed in competitive games
- to manage success and failure and use appropriate coping strategies to persevere and progress as a team in competitive situations

TEACHING ACTIVITIES

- Provide opportunities for pupils to develop cardiovascular fitness through challenging games situations
- Help pupils to use appropriate bursts of speed in various positions to outperform others in both attack and defence
- Help pupils develop robust coping strategies leading to consistent effort and perseverance and ensuring individual and team success

LEARNING OUTCOMES

- show cardiovascular fitness to support sustained activity within invasion games performance

Start of Unit End of Unit

- use explosive bursts of speed consistently to gain advantage over the opposition in games situations

Start of Unit End of Unit

- use effective coping strategies to manage challenging competitive situations and shows perseverance as a team player

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance in planning tactics and strategies for the tasks and challenges
- to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Talk to pupils about simple game plans, e.g. find successful combinations of tactics.
- Teach pupils a range of set plays from starts and restarts. Encourage the pupils to adapt and vary set plays. Ensure the pupils know how to defend at starts, restarts and the set plays.
- Help pupils extend the range of attacking, e.g. creating overlaps, attacking the 'seams' of a zone, and defensive tactics, e.g. the benefits of man-to-man, zone, or combinations of man-to-man and zone.
- Teach pupils different ways of organising for defending and to solve and explore defensive solutions to these problems, e.g. overload, switching the point of attack, running lines.
- Help pupils refine the speed at which decisions are made in game situations.

LEARNING OUTCOMES

- put the game plans into effect with success and adapt and vary them when necessary

Start of Unit End of Unit

- play at greater speed and with more precision, selecting skills and techniques to apply principles of attack and defence effectively

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques specific to the game effectively, safely and efficiently

TEACHING ACTIVITIES

- Help all pupils to demonstrate their ability to play in small-sided games as individuals and teams.
- Help pupils investigate the skills needed in a number of different positions within a team.
- Teach pupils new techniques, and give them time to practise and improve upon areas of weakness.
- Help pupils design practices and drills that improve technique or selected aspects of teamwork, e.g. a semi-opposed game to improve the timing of a pass.

LEARNING OUTCOMES

- use a good range of techniques for attack and defence

Start of Unit End of Unit

- adapt and improvise techniques to suit different situations

Start of Unit End of Unit

Invasion games

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- experience in setting up and organising practices in groups
- applied and adapted the principles of attack and defence in small-sided games
- warmed up and cooled down safely
- experienced a variety of invasion games
- learnt about specific techniques for the games played

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- the planning and playing of games, e.g. starts, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play

Speaking and listening – through the activities pupils could:

- follow an argument, demonstration, etc, making notes that are then used in another task

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

Pupils play full-sided (or nearly full-sided) games applying rules, conventions and structures. They devise plans, strategies and team plays to ensure effective teamwork. Pupils work in groups of five or six, design and implement set plays from starts and restarts, e.g. free kicks/hits/passes/throw; corners; centres; penalties; scrums, etc. They put them into operation, analyse their effectiveness, and adapt them as needed.

Task 2

Pupils devise and organise tournaments or competitions appropriate to the class size and/or ability of the group, and also to the game (possibly small-sided). They run them, taking roles as players, officials and leaders (coaches).

Adaptations and variations on the tasks

- Adapt the space and pitch sizes pupils work in to suit their physical and skill ability.
- Pupils could test their work out against token opposition or teams with fewer players, to make it easier.
- Adjust the pressure put on the practice.
- Set up tournaments with 'handicaps' and differential scoring systems to make them 'fair'.
- Use different groupings including mixed-ability and ability-matched groups.
- Let pupils demonstrate knowledge and understanding in different ways and roles.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded performances to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part, e.g. www.english.sports.gov.uk

Net/wall games

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: make observations about the quality of decision making in modified versions of the full game, with support; will have a go at new activities with confidence; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance; recognise how explosive bursts of speed can help gain advantage over an opponent; understand how increased flexibility can improve performance; employ with assistance coping strategies to help manage success or failure.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; use explosive bursts of speed to gain advantage over opponents; describe how increased flexibility can improve performance; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; confidently transfer previous learning to new situations; use information gained from feedback to improve performance in game contexts and in personal technique; cope with success and failure maturely demonstrating resilience as a player; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching.

Above Average Attainment

Some children will have progressed further. They will be able to: demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use explosive bursts of speed consistently to gain advantage over the opposition; demonstrate how improved flexibility impacts on performance; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; manage emotions maturely in order to secure good performance; confidently support others; coach another player and select the focus for development of technique; organise and umpire a game.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to understand why 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

TEACHING ACTIVITIES

- Listen to pupils' views on the impact of various training programmes on their health and fitness, e.g. regular exercise with appropriate emphasis upon stamina, strength and suppleness.
- Teach pupils to identify the areas of fitness most needed for these games. Help them to prioritise what aspects of their fitness they need to work on.
- Talk to pupils about the way in which net/wall games contribute to social wellbeing, e.g. the benefits of club membership, the roles necessary to run a club.
- Ask pupils to find out how they can become more involved, e.g. in tennis, badminton or volleyball, within their local community. Listen to them talk about their exercise beyond the school day, and monitor their activity levels.

Evaluating and improving

LEARNING OBJECTIVES

- to use the information gained from the analysis of performance to influence and improve their own play
- to take responsibility for making decisions about the development of their own and others' play

TEACHING ACTIVITIES

- Teach pupils to identify strengths and weaknesses in positional play and technique, e.g. through the use of video.
- Listen to the pupils' views on their own and others' performances and help them to select the appropriate language and focus for improvement. Talk to them about the way they give feedback and help their partner or team to become more successful.
- Listen to the way pupils analyse their strengths and weaknesses and set realistic targets for themselves and others. Encourage them to talk about the way in which their own and others' performance or understanding about game play has improved.

Net/wall games

Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- explain how exercise can be beneficial to fitness, health and wellbeing and identify the key features of training programmes that maintain health and fitness for the games

Start of Unit End of Unit

- explain how to become involved in joining a local club and have enough knowledge of the requirements of the activity to feel confident enough to do so

Start of Unit End of Unit

LEARNING OUTCOMES

- analyse performance, using criteria to identify tactical and technical strengths and weaknesses

Start of Unit End of Unit

- select the key factors that underpin successful performance and set targets to try and improve play

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to use speed effectively to outperform others and understand how to improve personal performance through the use of explosive bursts of speed in competitive games
- to understand how flexibility impacts on performance in net and wall games activities
- to apply previous learning to successfully overcome challenges and new situations with confidence and determination
- to support and encourage others to be successful and to be resilient when faced with disappointments

TEACHING ACTIVITIES

- Teach pupils how flexibility and appropriate explosive bursts of speed aids successful games performance
- Encourage pupils to always perform to their best, with determination and confidence in their own ability
- Enable individuals and groups to use their skills in new situations to develop resilience when faced with significant challenge

LEARNING OUTCOMES

- explain and demonstrate how improved flexibility can aid performance

Start of Unit End of Unit

- use explosive bursts of speed consistently to gain advantage over the opposition in game situations

Start of Unit End of Unit

- show confidence and determination to perform consistently and to improve on previous performances

Start of Unit End of Unit

- show initiative and leadership in group situations and uses their skills in new situations to develop resilience when faced with significant challenge

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance in planning tactics and strategies for the games
- to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Teach pupils to observe how their opponents move and to identify their preferred techniques. Illustrate the way in which they might increase the difficulty of the problems they give their opponents, e.g. returning high over the head to the backhand corner.
- Teach pupils how to initiate attack in net/wall games, e.g. increasing the speed of the ball, approaching the net, and to become more effective in defence both in singles and in team play.

LEARNING OUTCOMES

- readily adapt strokes and court positioning in response to their opponents' actions

Start of Unit End of Unit

- explain and demonstrate the essential elements of attack and defence in both high-net and low-net games

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques specific to the game effectively, safely and efficiently

TEACHING ACTIVITIES

- Ask pupils to play rallies, focusing on specific shots. Teach them to play adapted games that use predominantly one or two shots. Help them to consolidate their technique and become more consistent.
- Help pupils improve upon their existing techniques and knowledge, e.g. forehand, backhand, overhead, or dig, set and smash. Teach them how to serve and how to vary the serve, e.g. using spin, slice, speed.
- Teach pupils how to play attacking shots, e.g. smash, volley, drop shot, and defensive shots, e.g. block, push, chip.
- Teach pupils how to vary the pace, direction and height of their shots.

LEARNING OUTCOMES

- use a range of strokes and shots with accuracy and consistency

Start of Unit End of Unit

Net/wall games

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- developed an understanding of simple net/wall game tactics
- developed a range of ground and overhead strokes
- used criteria to identify key aspects of tactical play and technique
- understood and identified specialist positions in net/wall games
- umpired mini-versions of the recognised game

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, e.g. goalkeeper position, base position, angles, forehand, backhand, smash, overhead, dig, set, volley, drop shot, block, push, chip, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

The purpose of the game is for pupils to score more points than their opponent, playing on courts of different sizes and dimensions.

Using recognised equipment for tennis, badminton, volleyball, etc, pupils can play their opponent on a half-size court that is short and wide, a half-size court that is long and narrow, and a full-size court. Use a service and point scoring system that reflects the game but which may be adapted (in the racket games play singles, in volleyball play 3 v 3).

Adaptations and variations on the task

- To make the game easier lower the net, use softer, low-bouncing balls, and allow more than one bounce.
- To make the game harder use faster, higher-bouncing balls.
- For the least able, keep the court areas small. For the most able, play on full-size courts.
- The games can be adapted so that they use recognised forms from disability sport, e.g. polybat.
- To vary the game play doubles. Players could take turns to hit the ball or play as in the conventions of recognised games.

Task 2

The purpose of the task is to plan a rally so that pupils win the point, starting with a service.

Play 1 v 1 in racket games and 3 v 3 in volleyball games. Use a full or modified court. The server decides whether they will win the point on the third, fifth, seventh or ninth shot of a rally. The receiver tries to stop them winning the point.

Adaptations and variations on the task

- In volleyball games, use more players or have teams of uneven sides.
- Use full rules for the games played.
- Limit the receiver to returning the ball and keeping the rally going rather than winning it.
- Use scoring systems where mistakes or unforced errors are not rewarded. Only high-quality positive shots count.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sport.gov.uk

Striking and fielding games

Intermediate unit

Year 9/10

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 6

Below Average Attainment

Some children will not have made so much progress. They will be able to: with support, make observations about the quality of decision making in small sided games; show consistency and some accuracy while batting, bowling and fielding in modified or small-sided games; contribute to discussion about team tactics, when guided, work effectively with a partner, and umpire using the key rules of the game; identify some ways to prepare the body physically for these games; understand how variations in speed can affect performance; form simple game plans based upon observation, and the strengths/weaknesses of the opposition and their own team; identify strengths/weaknesses in individual performance; shows determination to improve and succeed; employ, with assistance, coping strategies to help manage emotions.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply batting, bowling and fielding techniques effectively, making adjustments to technique where required; suggest ways of developing explosive bursts of speed to gain advantage over opponents; fulfil a number of roles effectively, including umpiring and coaching; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing; know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; cope with success and failure maturely demonstrating resilience as a player; confidently support others; contribute effectively to team decisions.

Above Average Attainment

Some children will have progressed further. They will be able to: demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; perform skills in the games with good technique, fluency and accuracy; use explosive bursts of speed consistently to gain advantage over the opposition; coach another player and select a focus for development of technique; organise and umpire a game; devise, implement and adjust game plans; respond quickly and accurately to changing situations in the game; use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance; prepare themselves physically for specific roles in a game.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- how to continue to improve their personal fitness in and through games
- why regular exercise has a positive effect on their own health, fitness and social wellbeing
- where and how to become involved in games activities

TEACHING ACTIVITIES

- Ask pupils to observe and evaluate different training programmes that maintain fitness and health, e.g. regular exercise programme, and help pupils understand what they need to do to improve their own fitness for these games.
- Talk to pupils about the way in which striking/fielding games contribute to health, e.g. the need for flexibility and quick reactions.
- Help pupils understand what the possibilities are for continuing to play striking and fielding games outside lessons. Give them the skills, knowledge and confidence to be able to join a club.

Evaluating and improving

LEARNING OBJECTIVES

- to use the information gained from analysis of performance to influence and improve their own play
- to take responsibility for making decisions about the development of their own and others' progress

TEACHING ACTIVITIES

- Teach pupils how to analyse play through the use of video if appropriate, and using certain criteria. Identify strengths and weaknesses in positional play and technique, e.g. Is the batter stronger hitting away from the body or across it?
- Talk to pupils about the way they give feedback and increase the emphasis on giving information that will increase knowledge of performance. Listen to their views on their own and others' performance and help them select a focus for improvement. Listen to the way in which they analyse strengths and weaknesses and set realistic targets.

Striking and fielding games

Intermediate unit

Start Date

End Date

LEARNING OUTCOMES

- explain what they need to do to become fitter for these games

Start of Unit End of Unit

- explain why exercise is beneficial to fitness, health and wellbeing and identify key features of a training programme needed in these games

Start of Unit End of Unit

- identify where the clubs are and have the confidence to try them out

Start of Unit End of Unit

LEARNING OUTCOMES

- analyse games and use criteria they have developed themselves to identify simple technical and tactical strengths and weaknesses

Start of Unit End of Unit

- select an aspect of performance and design an activity to improve the quality of outcomes

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to use speed both as a fielder and a batter to improve performance and be aware of when and how to change speeds as a bowler to outwit the opposition
- to develop the confidence and determination to face competitive situations successfully
- to develop the ability to cope with success and failure and the confidence to support others in competitive situations

TEACHING ACTIVITIES

- Help pupils to develop their speed and their ability to react quickly both in the field and as a batter. Enable pupils to explore the benefits of changing the speed of delivery when bowling to ensure the batter cannot predict the pace and flight of the ball
- Teach pupils to have confidence in their own ability and to maintain a positive attitude to competition
- Help pupils to support each other in success and failure and to develop personal resilience when facing more challenging situations

LEARNING OUTCOMES

- demonstrate the effective use of speed and power as a fielder and batter and shows a good awareness of the benefits of varying speed as a bowler

Start of Unit End of Unit

- show determination and confidence in competitive situations

Start of Unit End of Unit

- cope with success and failure effectively and has the resilience to support others to overcome new challenges

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use the principle of performance in planning tactics and strategies for the tasks and challenges
- to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations

TEACHING ACTIVITIES

- Ask pupils to devise team tactics in small-sided games. Help them to identify tactics as the batting and fielding team.
- Teach pupils how to vary their bowling, and how to set an attacking and defending field.
- Teach pupils how to plan and pace an innings. Talk to them about when to be more attacking or defensive in their approach.

LEARNING OUTCOMES

- plan and pace an innings when batting

Start of Unit End of Unit

- understand how to move their feet when batting to adjust to the direction of the bowl, and set problems for fielders when striking the ball

Start of Unit End of Unit

- remain dynamic when fielding and move appropriately to field and back up, making good decisions about where to throw the ball to set problems for batters

Start of Unit End of Unit

- minimise scoring opportunities when bowling

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to apply techniques specific to the game effectively, safely and efficiently

TEACHING ACTIVITIES

- Ask pupils to demonstrate the range of shots/strokes they can use in batting. Teach them how to move and place their feet to hit the ball squarer and deeper. Teach pupils how to produce power and direction by better timing of a shot. Teach them how to prepare for a shot by lifting the bat.
- Help pupils improve their ability to bowl accurately. Teach them a range of grips and arm actions. Teach them how to use flight, swing and spin as well as a variety of speeds.
- Help pupils to improve their fielding skills. Teach them different techniques for fielding close to the batter and deep in the field.

LEARNING OUTCOMES

- use a range of bowling techniques and demonstrate accuracy and consistency when bowling

Start of Unit End of Unit

- use a range of techniques and strokes accurately when batting

Start of Unit End of Unit

- demonstrate a range of fielding skills with consistent efficiency

Start of Unit End of Unit

Striking and fielding games

Intermediate unit

PRIOR LEARNING

It is helpful if pupils have:

- developed an understanding of the basic batting, bowling and fielding tactics
- developed a range of batting, bowling and fielding techniques
- used criteria to identify key aspects of tactical play and technique
- understood and identified specialist positions in striking/fielding games
- umpired small-sided striking/fielding games

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- techniques and tactics, e.g. stance, body position, preparation and follow-through, game plan, coaching, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness

Speaking and listening – through the activities pupils could:

- solve a problem, structure plans, consider alternatives and organise group activity

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

The purpose of the game is to score in two particular areas of the field and so focus on using specific shots. Play the game four batters versus four, six or eight fielders. Use the rules of a recognised game, e.g. stoolball, rounders, cricket, softball. The batting team plays an innings over a set time, e.g. 10 or 15 minutes, or until they are all out. They also act as umpires and/or scorers.

Adaptations and variations on the task

To make it easier:

- let batters use equipment which they can be successful with, e.g. tennis rackets, lighter and wider bats, softer balls
- make the bowling sympathetic or allow them to hit off a tee
- let batters stay in even if they are out
- give batters a good bowler who will place the ball where they can hit it
- reduce the number of fielders
- have more than two areas to hit into
- play one batter at a time with runners to support

To make it harder:

- limit players to the correct equipment for the game, including a hard ball
- define smaller areas in which they can score
- change the length of an innings

Task 2

The purpose of the game is to plan an innings and meet scoring targets that have been set. Play one batter against four fielders in a restricted area, and up to four batters against eight fielders using a larger or full area. In an innings of 30 to 50 balls the batting team must set an overall run target, and targets to be achieved in each set of 10 balls. Loss of 'wickets' will lead to a deduction of five runs each time. Teams of four take turns to have their innings. Fielding teams take turns to bowl. Apply the rules of a particular game as fully as possible.

Adaptations and variations on the task

- Restrict the space they can hit into – focus on the more difficult shots.
- Eliminate them from the game if they are out.
- Increase the number of fielders.
- Play one batter at a time with runners to support.
- Change the length of an innings.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk

Invasion games

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

make an effective contribution to parts of competitive games played; understand and contribute to team strategies, demonstrate increased cardiovascular fitness leading to sustained activity; use explosive bursts of speed consistently to gain advantage over the opposition; taking on a specific role; react to situations in games using a small range of recognised responses; cooperate with their teams in carrying out the programmes designed and sometimes make suggestions about what should be in them; recognise strengths and weaknesses in performance and have some suggestions about what to do to improve it; assist others in planning and leading short practice and training sessions; use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

make a positive contribution to team play in competitive games, playing in various positions; use a range of techniques/tactics and adapt game plans as the games develop and situations change; show a good level of cardiovascular fitness and good use of explosive speed to outplay the opposition; read the game and take good decisions to affect it; work confidently and collaboratively in groups/teams to design, implement and monitor programmes, helping to improve the quality of play; evaluate the quality of their own and others' individual and team play and prioritise action that leads to improvement; performs with determination and has the mental agility to cope when things do not work out in their favour; take a number of roles in a team and show some sound planning and leadership skills; know and understand how invasion games can contribute to an active lifestyle.

Above Average Attainment

Some pupils will have progressed further and will:

have a wide repertoire of advanced techniques, tactics and strategies, which they draw upon with flair and originality; play competitive games with speed, precision and a variety of responses to changing situations, using their high level of cardiovascular fitness to sustain physical output through a game; showing a high degree of awareness and anticipation of what is happening; have clear ideas about what to do to improve, prioritising action and implementing effective ideas that improve their own and others' performance; have the knowledge and understanding to give them the confidence to lead and direct others, both in formal practice and training sessions, and during competitive games; always performs with determination and has the mental agility to cope in most situations.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and/or others, related to performance, in the game
- to devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising
- to recognise and evaluate the impact fitness has on performance, and activity has on fitness

TEACHING ACTIVITIES

- Teach pupils to evaluate fitness and exercise levels. Help them to devise programmes that will condition them for their chosen invasion game, based upon the demands of the game and their own fitness. Get them to focus on speed, reaction, power, strength and stamina.
- Teach pupils the principles of safe exercising, what safe exercising is, and how they can apply the principles of safe exercising to their own and others' work.
- Teach pupils how to use information from monitoring to develop and improve their programmes.
- Listen to pupils talk about their understanding of the principles of training.

Evaluating and improving

LEARNING OBJECTIVES

- to improve their analytical skills and develop either their own or others' performance as a result of the analysis
- to develop leadership and more advanced collaborative skills

TEACHING ACTIVITIES

- Teach pupils how to evaluate how well they play the game and how well they play in different roles and positions. Help them to collect data on their team and individual performance. Teach them how to analyse and interpret it, and how to go about improving performance. Ask them to set short-term individual targets for improvement and to monitor whether they have achieved them.
- Help pupils refine their ability to analyse the most effective parts of their play and that of others. Help them to think while they are playing and find ways of becoming more effective.
- Listen to pupils' ideas about how to develop and improve work.

Invasion games

Advanced unit

Start Date

End Date

LEARNING OUTCOMES

- evaluate aspects of fitness and explain the effects of fitness on the quality of skills, and the ability to apply tactics, in games

Start of Unit End of Unit

- design programmes to improve skills, fitness and specific tactics based on their own and others' needs, and to monitor their own and others' progress, applying the principles of safe exercising

Start of Unit End of Unit

LEARNING OUTCOMES

- identify their strengths and preferences in different activities and roles

Start of Unit End of Unit

- observe games and players and identify patterns and trends in play; describe quality and effectiveness accurately; devise solutions to counter the opposition's play or to enhance and improve the quality of their individual and team play

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to apply secure knowledge of training methods to improve their own cardiovascular fitness and speed, demonstrating its impact on personal performance and enabling them to support others in their own training
- to perform with sustained determination whilst coping with success and disappointment, using clear strategies to ensure they and others perform at their best

TEACHING ACTIVITIES

- Help pupils to apply their knowledge of cardiovascular fitness and speed training to secure improved personal performance and support others in their own training
- Provide opportunities for pupils to use a range of strategies to manage success and disappointment in invasion type activities

LEARNING OUTCOMES

- show increased levels of cardiovascular fitness and speed to support improved personal and team performance

Start of Unit End of Unit

- use a range of effective strategies to manage success and disappointments

Start of Unit End of Unit

- show mental determination to consistently perform at their best and encourage others to do the same

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of play to plan for and implement advanced strategies and tactics, and then adapt them as needed

TEACHING ACTIVITIES

- Teach pupils about the different ways in which tactics may be adapted for different situations, e.g. playing into or with the wind, defending deep or high, swapping players' roles in an attack.
- Teach pupils to extend their ability to read the game, e.g. anticipation, positioning for interception, when to delay or channel an opponent to buy time for their team.
- Listen to pupils discuss how players know when an attack has failed and how to reposition the ball for the next attack.
- Help pupils to use their knowledge of successful tactics in a variety of invasion games, e.g. the use of screening, running off the ball.
- Teach pupils how to coach a team in small-sided games.

LEARNING OUTCOMES

- use a range of team formations, shapes and strategies that involve complex patterns of play with clear roles and responsibilities

Start of Unit End of Unit

- describe how to work well in teams, read situations well and adapt tactics to meet changing needs

Start of Unit End of Unit

- organise others, giving clear instructions and feedback, and plan sessions and practices with thought and care, seeing them through successfully

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan for and make use of advanced techniques

TEACHING ACTIVITIES

- Help pupils refine their ability to send, receive and travel with the ball. Give them time to practise speed of control and thought, in semi-opposed or opposed situations.
- Help pupils consolidate their understanding of the skills needed in different roles and positions within a team.
- Teach pupils new skills by devising, organising and overseeing competitive practices and drills, designed to improve specific aspects of technique or game play.

LEARNING OUTCOMES

- use an increasing range of game-specific techniques with control, precision, speed and fluency

Start of Unit End of Unit

- adapt skills appropriately and effectively to meet the needs of the situation

Start of Unit End of Unit

Invasion games

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- collaborated with and led others
- used and interpreted rules
- experienced a wide range of skills and techniques in the invasion games played
- experienced different roles in teams
- experienced a variety of team strategies
- used set plays
- played competitively

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- the planning and playing of games, e.g. analyse, monitor, evaluate, team and individual play, practice, exercise and training programmes, advanced strategies, tactics and techniques, team roles, team shape and patterns of play, principles of attack and defence, tournaments and competitions

Speaking and listening – through the activities pupils could:

- discuss and evaluate conflicting evidence to arrive at a considered viewpoint

CORE TASKS

The following core task could provide a focus for pupils' activities in this unit.

Task

Working in groups, pupils prepare as a team to form competitive matches or tournaments in the game they focus on, taking on different roles in their group, e.g. trainer, manager, coach. As a class, they decide how they are going to organise their competition and what type of competition they want to take part in. They decide which elements should be full-sided and which small-sided, and ensure that they have a fixture list, officials to referee or umpire, etc.

They prepare their team for the competitions, focusing on skills, techniques, body fitness and conditioning, and team organisation. They decide team positions and shape, and devise a range of set plays and restarts that they can use.

Pupils monitor the progress of their preparation programme and their performances, as a team and individuals in the competitions, and adapt their programmes to improve their skills, team organisation and fitness between competitions.

Adaptations and variations on the task

- Play one specific game or more, e.g. water polo, hockey, football, netball.
- Play on different size pitches or courts, e.g. short and wide, long and thin.
- Play with more than one goal at each end.
- Play with adjusted equipment.
- Play conditioned games.
- Change the size and nature of the goals.
- Team members should play different roles at each one of the competitions or festivals.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- develop literacy skills, e.g. reading rule books and sports reports in newspapers and magazines, and on the internet
- become involved in coaching and organising in their own schools, primary schools and the local community
- advise school councils on how to improve sport in school, identifying areas of strength and weakness
- practise teamwork strategies
- search the internet to find information about sports and opportunities to take part, e.g. www.english.sports.gov.uk

Striking and fielding games

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

experiment with a range of basic tactics and, with guidance, form a simple game plan; select and apply a range of strokes or shots appropriate to the game and situation with some consistency and accuracy; use explosive bursts of speed consistently to gain advantage over the opposition; know where and how to become involved in striking/fielding games beyond the school day; use information gained from feedback to improve personal performance with guidance; establish personal performance and fitness goals and work with a partner to monitor progress with support; use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

perform in various roles in striking/fielding games, demonstrating consistency, accuracy and fluency in the execution of technique; consistently applying knowledge of speed development to improve games play; improvise when required in order to achieve the desired game outcomes; perceive patterns of play as they unfold and respond accordingly; lead, and work effectively as a team member, in competitive situations; plan and evaluate their own and others' exercise and activity programmes; use analysis to develop targets for improved performance and fitness; managing emotions and strategies to secure good performance when under pressure.

Above Average Attainment

Some pupils will have progressed further and will:

coach others, with guidance, and establish an activity programme that improves team or individual performance safely; demonstrate high levels of consistency, precision and flair in the selection and execution of appropriate shots or strokes in competitive striking/fielding games; show an understanding of the relationship between strategy, tactics and technique; reach judgements independently about how their own or others' performance may be improved, and prioritise aspects of performance for further development; using good knowledge of training principles to secure improved performance and manage emotions at critical periods within the game to maintain consistent outcomes.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels, for themselves and/or others, related to performance in the game
- to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe, effective exercising
- to recognise and evaluate the impact that fitness has on performance and that activity has on fitness

TEACHING ACTIVITIES

- Help pupils to devise and implement a fitness and skills activity programme suited to the game.
- Teach pupils how to monitor improvements in fitness and performance. Help them to use their analysis of striking/fielding games to design an activity programme to improve individual performance and fitness levels.
- Talk to pupils about the way that power, coordination and balance are affected by fitness levels.
- Help pupils to gain sufficient confidence to take part in games outside school.

Evaluating and improving

LEARNING OBJECTIVES

- to improve their ability to analyse, and to develop their own and others' performance as a result of the analysis
- to develop leadership and more advanced collaborative skills

TEACHING ACTIVITIES

- Teach pupils which aspects of performance to analyse and what to look for.
- Teach pupils to interpret their analysis, identify priorities for action and carry out a programme designed to improve performance.
- Talk to the pupils about the way in which they give feedback to small groups and develop a focus for improvement, e.g. always reinforce the good points before identifying something which needs improving, pay attention to intention.
- Listen to the way in which pupils support each other, e.g. commenting when the focus for improvement has been applied in a game situation.
- Teach pupils how to lead others in practices, training and games.

Striking and fielding games

Advanced unit

Start Date

End Date

LEARNING OUTCOMES

- set performance and fitness targets for themselves and monitor the outcomes

Start of Unit End of Unit

- construct an activity programme that will deliver an agreed set of targets

Start of Unit End of Unit

LEARNING OUTCOMES

- analyse their work with others and give accurate feedback, based on a set of criteria they have developed themselves, and respond well to feedback from peers

Start of Unit End of Unit

- identify strengths and weaknesses in their own team and the opposition

Start of Unit End of Unit

- prioritise action for improvement

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to apply knowledge of speed training to secure improved personal performance in striking and fielding games
- to perform with determination, and develop the mental strength to manage success and failure
- to develop clear strategies to ensure they consistently perform at their best and to support others to do the same

TEACHING ACTIVITIES

- Help pupils to design and implement training techniques that improve specific aspects of speed relevant for striking and fielding games, ensuring this leads to improved personal performance and provides them with the understanding to be able to support others in their training
- Ask pupils to use a range of clear strategies to manage success and failure across a range of striking and fielding activities, ensuring that they develop the mental strength to consistently perform at their best and support others to do the same

LEARNING OUTCOMES

- plan and use training techniques that improve specific aspects of speed for striking and fielding games, leading to improved personal performance

Start of Unit End of Unit

- use a range of effective strategies to manage success and failure

Start of Unit End of Unit

- show mental determination and consistently performs at their best, encourages others to do the same

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to plan for and implement advanced strategic and tactical principles and concepts, and then adapt them as needed

TEACHING ACTIVITIES

- Ask pupils to apply tactics to a combination of bowlers, e.g. fast/slow, spin/seam, and field placings. Talk about how batting can affect the opposition, e.g. spread the fielders, pull them closer to the bat, vary field placements to pressure the batters into making mistakes, place fielders to reduce higher-scoring shots.
- Teach batters to read the bowler's movements and anticipate line and length, e.g. see the ball early and be prepared. Help them understand how they can attack, e.g. place the ball into areas not covered by fielders, and how to play defensive shots.
- Teach fielders about where to throw to cause problems for the batter(s). Teach pupils to vary the field placings according to the strengths of the bowler and/or the batter.
- Teach bowlers how to attack, e.g. bowl at increasing speed or increase the effectiveness and variety of spin on the ball, and how to defend, e.g. bowl to reduce the scoring rate and frustrate the batter.
- Help pupils see patterns in striking/fielding game play and how they can use this knowledge to improve technique and vary tactics.

LEARNING OUTCOMES

- adapt a range of tactical solutions in striking/fielding games to improve their ability to attack and to defend

Start of Unit End of Unit

- plan and implement team strategies, taking account of strengths, weaknesses and game situations

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan for and make use of advanced techniques

TEACHING ACTIVITIES

- Ask pupils to play recognised striking/fielding games, giving them the opportunity to play in a number of different roles.
- Help pupils to develop more consistency, power, accuracy and fluency in the execution of batting, bowling and fielding techniques, e.g. in batting – stepping into shots with better timing.
- Teach pupils how to stand when fielding close to the bat, e.g. goalkeeper position, moving in towards the batter.
- Teach pupils a wider range of bowling techniques, e.g. off-spin, leg-spin, how to swing the ball, how to change the speed and angle of delivery.

LEARNING OUTCOMES

- show greater consistency, accuracy, fluency and power in batting, bowling and fielding

Start of Unit End of Unit

- develop a range of techniques

Start of Unit End of Unit

- develop the ability to adapt their skills to suit the situation

Start of Unit End of Unit

Striking and fielding games

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- experienced a range of basic tactics in striking/fielding games
- the ability to select the appropriate batting, bowling or fielding technique in game situations and on occasions to improvise
- experienced a number of different roles in competitive situations
- an understanding of the impact of exercise on health

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- performance and competition, e.g. personal goals, performance targets, feedback, encouragement, community, leadership, monitoring programmes, participation, active lifestyle, portfolio

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Task

As a group or team, pupils select a specific striking/fielding game or group of striking/fielding games. They then organise, prepare for and take part in competitions, tournaments or festivals against others. Make sure there is a variety of types of competitions, e.g. knockout, league, single wicket. Select the team to take others on and devise an appropriate team scoring system. Make a plan of action which develops skills, tactics and fitness to prepare pupils fully for the competition.

Adaptations and variations on the task

- A combination of small-sided and large-sided games should be experienced in this unit, in order to give pupils the ability to see how tactical problems are solved in different games.
- Adjust the size and shape of the pitch and field areas.
- Vary the equipment to cater for all abilities.
- Run tournaments in one specific game or allow a mix.
- Set conditions on players to make the matches fairer or more competitive.
- Have competitions between individuals or pairs as well as between teams.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- develop literacy skills, e.g. reading rule books and sports reports in newspapers, magazines and on the internet
- become involved in coaching and organising in their own schools, in primary schools and the local community
- organise competitions or festivals for younger pupils
- search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sport.gov.uk

Net/wall

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

experiment with a range of basic tactics and, with guidance, form a simple game plan; select and apply a range of strokes or shots appropriate to the game and situation with some consistency and accuracy; use explosive bursts of speed consistently to gain advantage over the opposition; demonstrate how improved flexibility impacts on performance; establish personal performance and fitness goals and work with a partner to monitor progress, with guidance; know where and how to become involved in net/wall games beyond the school day; with guidance, use information gained from feedback to improve personal performance; use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

perform in various roles in net/wall games, demonstrating consistency, accuracy and fluency in the execution of technique; improvise when required in order to achieve the desired game outcomes; perceive patterns of play as they unfold and respond accordingly; use explosive bursts of speed to gain advantage over the opposition; developing improved flexibility and demonstrating its impacts on performance; work effectively as a team member in competitive situations and plan and evaluate their own and others' exercise and activity programmes; use analysis to develop targets for improved performance and fitness; managing emotions and strategies to secure good performance when under pressure.

Above Average Attainment

Some pupils will have progressed further and will:

coach others with guidance, and establish an activity programme that improves team or individual performance safely; demonstrate high levels of consistency, precision and flair in the selection and execution of appropriate shots or strokes in competitive net/wall games; show an understanding of the relationship between strategy, tactics and technique; reach judgements independently about how their own or others' performance may be improved, and prioritise aspects of performance for further development; using good knowledge of training principles to secure improved performance and manage emotions at critical periods within the game to maintain consistent outcomes.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and/or others, related to performance in the game
- to devise, implement and monitor their own, and/or others' exercise and fitness programmes based on the principles of safe and effective exercising
- to recognise and evaluate the impact that fitness has on performance and that activity has on fitness

TEACHING ACTIVITIES

- Talk to the pupils about the way that agility, reaction time and coordination are affected by fitness levels, e.g. How can having a gymnastic/dance component programme make a difference to the net/wall games?
- Teach pupils to devise and implement a training and exercise programme to suit the needs of the game(s).
- Teach pupils to monitor what they do both in and outside school and evaluate how it affects their fitness, general health and performance.

Evaluating and improving

LEARNING OBJECTIVES

- to improve their ability to analyse, and to develop their own and others' performance as a result of the analysis
- to develop leadership and more advanced collaborative skills

TEACHING ACTIVITIES

- Help pupils analyse their performances using criteria for identifying strengths and weaknesses. Teach them how to practise actions that will lead to improvement. Help them to monitor their progress.
- Talk to the pupils about the way they work on their own or with others in small teams to improve teamwork and game outcomes. Teach them the different roles they can take on.
- Listen to the way pupils interact with one another and the way they motivate each other to improve performance.

Net/wall Advanced unit

Start Date

End Date

LEARNING OUTCOMES

- use their knowledge of net/wall games to construct a fitness programme that improves their own performance

Start of Unit End of Unit

- set performance and fitness targets for themselves and monitor outcomes

Start of Unit End of Unit

LEARNING OUTCOMES

- identify strengths and weaknesses of play in both their own team and the opposition

Start of Unit End of Unit

- describe their own and others' work and give accurate feedback based on an agreed set of criteria

Start of Unit End of Unit

- design and explain activities which improve patterns in net/wall game play and improve technique

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to design and implement appropriate training programmes to improve specific flexibility and speed for net and wall games, leading to improved personal performance
- to consistently perform with confidence and be able to manage emotions to secure good personal performance outcomes, whilst helping others to also perform at their best

TEACHING ACTIVITIES

- Help pupils to design and implement training programmes that improve specific aspects of flexibility and speed for net and wall games, leading to improved personal performance and provides them with the skills and understanding to support others in their training
- Encourage pupils to perform with confidence and maturity and support them to manage their emotions in order to consistently secure good performance outcomes

LEARNING OUTCOMES

- use training principles that improve specific flexibility and speed for net and wall games, leading to improved personal performance

Start of Unit End of Unit

- show confidence and maturity and be able to control personal emotions to secure good performance outcomes

Start of Unit End of Unit

- construct strategies to help others to perform at their best

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of play to plan for and implement advanced strategies and tactics and then adapt them as needed

TEACHING ACTIVITIES

- Help pupils to use the full range of rules in their chosen net/wall game.
- Help pupils understand when it is appropriate to attack, e.g. increase the pace of the ball, stand close to the net to give greater angles, or defend, e.g. adopt a side-by-side position in badminton, employ the use of the lob or high ball.
- Teach pupils to anticipate the direction of the ball by observing the opponents' footwork and body positioning. Teach them to use disguise on both sides of the body in low-net games, e.g. use of racket fade, use of wrist, and to vary the point of attack in high-net games.
- Teach pupils how to buy time if they or their team is under pressure, e.g. use of the high return.
- Teach pupils the value of having specialised roles in doubles or team games.
- Listen to the way in which pupils prepare themselves for competition, e.g. as part of a team working together over longer periods of time.

LEARNING OUTCOMES

- plan and implement game plans

Start of Unit End of Unit

- explain how to adapt a range of tactical solutions in net/wall games to increase the ability to attack and to defend

Start of Unit End of Unit

- select a team on the basis of individual strengths and weaknesses

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan for and make use of advanced techniques

TEACHING ACTIVITIES

- Ask pupils to set up and carry out practices and drills which focus on specific strokes or shots. Help them to identify the range of shots/strokes they need to play the game well. Teach them how to vary the shots, e.g. using spin, slice, pace, height and direction.
- Teach pupils to develop consistent control under pressure.
- Help pupils to identify and develop attacking shots and defensive shots. Teach them to develop accuracy and variation in power.

LEARNING OUTCOMES

- demonstrate good technique

Start of Unit End of Unit

- demonstrate consistency, accuracy and fluency in moving to and from strokes/shots, e.g. anticipating spin and level/direction of bounce

Start of Unit End of Unit

- adopt appropriate positions when defending, e.g. positioning of the racket, stance

Start of Unit End of Unit

Net/wall

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- experienced a range of basic tactics in net/wall games
- the ability to select the appropriate stroke in game situations and, on occasions, to improvise
- experienced a number of different roles in competitive situations
- an understanding of the impact of exercise on health and fitness

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- performance, e.g. personal goals, performance target, fitness target, feedback, encouragement
- involvement, e.g. community, leadership, monitoring programmes, participation

CORE TASKS

The following core task could provide a focus for pupils' activities in this unit.

Task

As a group or team, pupils can select a specific net game or group of net games, and organise and then prepare for and take part in competitions, tournaments or festivals against others. Make sure there is a variety of types of games, e.g. singles, doubles, knockout, American tournament. Pupils can select their team to take others on and devise an appropriate team scoring system. Make a plan of action which develops pupils' skills, tactics and fitness to prepare them fully for the competition.

Adaptations and variations on the task

- A combination of low- and high-net activities should be experienced in this unit in order to give pupils the ability to see how tactical problems are solved in different games.
- Adjust the size and shape of the court or vary the equipment, speed of the ball or shuttle in order to make the games easier or harder.
- Run tournaments in one specific activity or allow a mix.
- Set conditions on players to make the matches fairer or more competitive.
- Have competitions between individuals as well as between teams.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- develop their literacy skills, e.g. reading rule books and sports reports in newspapers and magazines and on the internet
- become involved in coaching and organising in their own schools, in primary schools and the local community
- help to organise festivals or competitions in school or for local primary schools

Gymnastics

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

be able to work as members of a group to carry out a basic preparation schedule for a competition or display event; practise and refine basic skills and agilities; carry out simple conditioning programmes with guidance; demonstrate how improved strength and flexibility impacts on performance; perform a small range of easier skills, actions and agilities that suit their level, and put these into display or competition sequences that follow set criteria or a theme; make specific comments on the quality of their own and others' work when guided; recognise the need to practise or exercise to improve their skills or body condition; responding to changing situations; and is creative in solving problems and overcoming challenges.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

be able to work in a group to devise, implement and monitor a preparation schedule for a competition or display event; incorporate skill refinement and development work, body conditioning, and work on individual or group composition; use and perform a range of skills, actions and agilities that suit their level of performance and the needs of the task; make use of advanced compositional ideas with a clear view of performing to an audience; use set criteria to judge their own and others' performances; work effectively in a group, sharing and changing roles and responsibilities, producing basic action plans, meeting deadlines, and improving the quality of their work over time; show improved strength and flexibility over time; managing emotions under pressure to remain focused and secure good performance.

Above Average Attainment

Some pupils will have progressed further and will:

take the initiative and lead groups to devise, implement, monitor and adapt preparation programmes leading to performance in a display or competition; develop and refine more advanced agilities, skills and actions through a carefully planned programme incorporating body conditioning to improved strength and flexibility over time; and compositional development; perform a wide range of skills, selecting from them to suit the event and the audience; perform with high levels of control and flair; make good judgements about quality and prioritise action to improve it; demonstrate a good understanding of the principles of movement, exercise and composition; managing emotions and showing significant strength of character when performing under pressure.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and for others related to their gymnastics work
- to devise, implement and monitor their own and/or others' exercise, conditioning and fitness programmes using principles of safe and effective exercising
- to recognise and evaluate the impact fitness has on performance in gymnastics activities, and gymnastic activity on personal fitness

TEACHING ACTIVITIES

- Ask pupils to undertake a range of gymnastic activities focused on different areas of fitness. Teach them how to construct a fitness programme for a specific gymnastic activity and how to personalise it to their own and others' needs. Help them monitor and interpret the information, organising the content into complete text in their gym handbooks, with the relationship between points clearly signalled.
- Ask pupils to select a programme to help them prepare for the competition(s) or display(s). Teach them how to include skill development as well as some conditioning. Help them to set out an action plan to implement it and to record their progress.
- Talk to pupils about the specific benefits to health and fitness of this type of exercise. Help them to gain the confidence to get involved in the community and in school and, where appropriate, to work on their own. Help them to work with others in developing their fitness for the activity and for health, and how to appreciate working together has social benefits for them.

LEARNING OUTCOMES

- use principles of practice and training to devise exercise and training programmes directly related to their own or others' needs in performance

Start of Unit End of Unit

- understand and make use of the relationship between conditioning and the quality of performance, using an action plan, to improve their work

Start of Unit End of Unit

- identify the health benefits of this form of exercise and make positive efforts to become involved out of lessons

Start of Unit End of Unit

Evaluating and improving

LEARNING OBJECTIVES

- to improve their ability to critically analyse their own and others' gymnastic performance
- to develop leadership skills

TEACHING ACTIVITIES

- Ask pupils to observe a range of different performances, including a video of their own and those of top performers. Help them to apply criteria accurately and come to judgements. Talk to them about the range of options there is to improve work. Teach them how to prioritise action. Teach them how to monitor progress and recognise improvement.
- Teach pupils how to set targets for improvement that combine skill and technique, composition development and fitness. Talk to them about the close relationship of these three components. Teach them how to create an action plan and how to adapt it as they monitor and evaluate it.
- Teach pupils how to organise, lead and instruct others. Help them to identify their roles within the group. Ask them to take on different roles including judge, performer, coach and spectator.

LEARNING OUTCOMES

- use their own and others' criteria to judge the quality of a performance, referring to technique and composition

Start of Unit End of Unit

- identify clear priorities for action and take the initiative to implement and adapt action that improves the complexity, design and quality of a performance and their own and others' physical condition

Start of Unit End of Unit

Gymnastics Advanced unit

Start Date

End Date

Gymnastics

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- experienced a range of different gymnastic styles
- worked in a group to carry out a practical project
- developed sound basic skills, actions and abilities related to specific gymnastic forms
- judged or evaluated their own and others' work
- taken the initiative and made decisions about what they need or want to do
- been introduced to principles of movement, training and composition

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- body conditioning, e.g. training, exercising and principles of movement
- responsibility, e.g. leading, teaching/coaching, officiating and performing

CORE TASKS

The following core task could provide a focus for pupils' activities in this unit.

Task

Pupils work in a small group to plan, organise and perform gymnastic competitions or displays, using the following guidelines:

- select a particular style(s) of gymnastics and create a series of sequences as a group that go to make up the competition or display
- set the criteria for the display or competition and ensure these are met, including the time requirements and the range of techniques or abilities, with the higher degrees of difficulty required, e.g. as can be found in gym handbooks
- decide on the date for the competition(s) or display(s) and develop a plan to make sure the group is ready
- evaluate the quality of performance in the competition or display and implement a programme for improvement

Adaptations and variations on the task

- Rather than using a known style of gymnastics, teacher and pupils could create their own criteria for judging.
- Sequences could be performed individually, in pairs or in groups. They could incorporate a range of different types of apparatus.
- Groups or classes could organise a more 'public' display of their work through video, photos or organising a performance for others.
- Music could be used to accompany the sequences.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- get involved with school or local gymnastic clubs either as performers or helpers (information on local clubs can be found at www.english.sports.gov.uk)
- organise and take part in a school event
- build links with specialist coaches in local clubs
- watch high-quality performances, e.g. on a video at home or by going to top-class events
- organise a festival or display for younger pupils in school or in local primary schools

Dance

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

work as a member of a group to carry out a basic preparation schedule for dancing in a show; demonstrating improved flexibility, strength and stability in their performance, to create visual impact; perform basic techniques, showing some sensitivity to the accompaniment and other performers; attempt to communicate intention in performance and in composing dances; need help to develop ideas and movement material; demonstrate a basic understanding of how to structure a dance; identify some movement principles underpinning selected dance techniques; need some help and guidance to develop their dances and performance skills; demonstrate confidence in consistently improving their own performance; use imaginative ways to entertain audiences.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

work in a group to plan and put on a dance show in which they take part; implement and monitor a preparation schedule incorporating technical and body conditioning aspects; showing improved flexibility, strength and stability in their performance, to create visual impact; perform with technical competence; show sensitivity to the accompaniment and communicate the choreographic intention; employ a range of choreographic devices; structure dances into logical form and select material that has rhythmic, dynamic and spatial interest; apply movement principles underpinning specific dance techniques; critically analyse performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts; develop and improve their dances and performance skills performing with confidence and capable of holding the attention of an audience.

Above Average Attainment

Some pupils will have progressed further and will:

take the initiative and lead groups to devise, implement, monitor and adapt preparation schedules for a dance show; demonstrate sophisticated performance skills; show initiative and originality in composing dances; employ advanced choreographic principles; demonstrate a good understanding of choreographic form; apply movement principles underpinning selected dance techniques with great accuracy; show detailed knowledge of the origin and background of their dances; critically analyse dances they perform, create and observe; develop their own and others' dances and performance skills performing with confidence and maturity.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and/or others related to their dances
- to devise, implement and monitor their own and/or others' exercise, conditioning and fitness programmes using principles of safe and effective exercising
- to recognise and evaluate the impact fitness has on performance in dance, and dancing has on personal fitness

TEACHING ACTIVITIES

- Teach pupils about the movement principles underpinning specific dance techniques, e.g. correct alignment and posture.
- Help pupils learn to structure their practising for their preferred style of dance.
- Teach pupils conditioning exercises that will prepare their bodies for the dances and techniques.
- Help pupils to identify how general fitness and body conditioning affects performance.
- Teach pupils how to design, implement and monitor body-conditioning programmes suitable for their dances. Teach them how to adapt them as needed. Help them to evaluate how regular dancing affects their fitness and health.

LEARNING OUTCOMES

- use their knowledge of dance to structure and monitor their own practice programmes for their chosen style of dance to improve their own performance
 Start of Unit End of Unit
- monitor, evaluate and adapt their programmes as they recognise the need
 Start of Unit End of Unit

Evaluating and improving

LEARNING OBJECTIVES

- to develop leadership and more advanced collaborative skills
- to improve their ability and to appreciate and critically analyse their own and others' dances and personal performance

TEACHING ACTIVITIES

- Teach pupils to analyse and interpret dance through the use of videos by focusing on: theme; interpretation of theme; action and dynamic content; form and structure relationships; relationships with accompaniment; set, costume, and lighting design.
- Ask pupils to write about dance, e.g. a guide to a professional work for other pupils; an evaluation of the set, costume and lighting design and their contribution to the dance; a record of the choreography. Teach them how to record their knowledge in a variety of ways, e.g. in writing (describing, interpreting, background information); charts (for comparison and analysis); or drawings (costumes, set, lighting; floor patterns, formation, body shapes).
- Help pupils to analyse and discuss the performance qualities in professional performances. Ask them to focus on these qualities when rehearsing and performing.
- Help pupils to evaluate their performances, paying close attention to technical aspects such as control, balance and coordination, and expression, e.g. focus, projection, communication with audience, and use this information to refine their performance.

LEARNING OUTCOMES

- describe, analyse, interpret and evaluate dances demonstrating knowledge and understanding of social, historical and cultural contexts
 Start of Unit End of Unit
- support their ideas and views with informed comment
 Start of Unit End of Unit
- take the initiative and lead to take action to improve their own and others' dances and performance
 Start of Unit End of Unit

Dance

Advanced unit

Start Date

End Date

Dance

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- experience in composing and performing dance
- studied a range of professional dance extracts
- an understanding of genre and style in dance
- some experience or knowledge of community dance activities and professional performance

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- dance forms and production, e.g. technique, style, genre, set, costume and lighting design, compositional principles, choreographic structure, accuracy, expression, safe practice

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Task

In groups, pupils organise and prepare for a dance show/performance in which everyone performs. The show could include one longer dance or a variety of shorter dances, performed in groups, pairs or as individuals.

Pupils should:

- apply choreographic principles with an awareness of the audience
- devise, implement and monitor a preparation programme, including technical work and physical conditioning to ensure the qualities of the dance
- organise the show/programme and make use of lighting, staging and costume where appropriate
- adapt their work for future performances

Adaptations and variations on the task

Motifs can be developed in a number of ways, e.g. by varying the actions, use of body, spatial design, dynamics; retrogradation, fragmentation, the cutting and reintegration of material; variation of the order of motifs and number of dancers. Pupils could:

- base the dance on a technical study from a selected extract of professional dance
- base the show on a theme
- perform in more than one dance
- use dances from different times and cultures
- ask pupils to observe other dances and to reconstruct them

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- research and collect poems, newspapers and stories
- attend a performance by a professional dance company
- explore the range of opportunities for different age groups to dance in the community
- watch dance performances in films and on television, and by others in school
- participate in school dance clubs and productions
- join community dance workshops, clubs and events
- research 'dance history' in their families and in their local community
- organise and take part in dance festivals or shows

Swimming

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

perform techniques appropriate to the event or activity with precision and control; demonstrating increased cardiovascular fitness leading to sustained activity; contribute to the organisation of an event or display; use a small range of approaches when competing and tackling a challenge; follow preparation programmes, suggesting some activities to include for technical or physical development; identify the general areas of fitness that are important in swimming; identify their own strengths and weaknesses and implement with some guidance activities for improvement; understand the challenges faced by others and are able to lead and encourage them to perform at their best.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

select and apply a wide range of techniques to suit the event or activity, showing power and fluency; and a good level of cardiovascular fitness; take a role in organising and judging events or displays; select and use a range of tactics and strategies to improve their own performance and to help a group or team succeed; devise preparation programmes that include technical, compositional and physical conditioning elements; identify the critical areas of fitness for themselves and the events; analyse their own and others' performance, decide on action to improve it, and monitor progress; uses sound strategies to ensure they perform at their best.



Above Average Attainment

Some pupils will have progressed further and will:

show a high degree of technical proficiency in all aspects of swimming; select and apply advanced techniques and strategies in the events and challenges undertaken; and a high level of cardiovascular fitness; take a leading role in their group to devise, organise and administer competitions or displays; analyse the effectiveness of their own and others' performance and contribution to a competition or display; devise a plan for improvement; monitor and evaluate progress and take the initiative to develop the plan; understand the link between technique, fitness and strategies and approaches; select activities and approaches which lead to improved performance; always staying focused on success when faced with challenges.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves, and/or others, related to performance
- to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe and effective exercising
- to recognise and evaluate the impact that fitness has on performance and activity has on fitness

TEACHING ACTIVITIES

- Ask pupils to devise training and exercise activities which they feel suit the activity or event. Help them to identify the specific areas of fitness that are most important to the event or activity, e.g. flexibility, strength and stamina. Teach them the principles of planning a programme.
- Help pupils to understand what data they can collect when monitoring their programmes. Teach them how to analyse that data. Help them to use the data to make decisions about what to do next and how to do it.
- Talk to pupils about how to get involved in swimming and water-based activities out of school. Help them to identify places and contacts (and acquire the confidence) they need to get involved in swimming activities out of school.

LEARNING OUTCOMES

- devise and implement exercise and training programmes, applying principles of safety and training

Start of Unit End of Unit

- explain how they carry these programmes out, recording and interpreting information they gather

Start of Unit End of Unit

- explain the impact that fitness has on their own performance of both skills and strategies

Start of Unit End of Unit

- identify the benefits of becoming involved in activity out of school to enhance health and fitness

Start of Unit End of Unit

Evaluating and improving

LEARNING OBJECTIVES

- to improve their analytical skills and develop either their own or others' performance as a result of the analysis
- to develop leadership and more advanced collaborative skills

TEACHING ACTIVITIES

- Ask pupils to describe and discuss what they have done. Help them to identify and record key factors in their own and others' performance. Teach them how to use this information to select material when they lead others in technique, composition or fitness activities.
- Teach pupils what and how to feed back, specifically about performance. Help them to decide what the options are to make improvements. Encourage them to ask different sorts of questions to extend thinking and refine ideas.
- Teach pupils how to prioritise their action to improve performance. Help them to carry out actions and programmes and to monitor how effective they are.
- Teach pupils how to make judgements as referees and judges.

LEARNING OUTCOMES

- identify the factors which affect performance

Start of Unit End of Unit

- use their knowledge of the activity and principles of practice and training to decide on and prioritise action

Start of Unit End of Unit

- evaluate the effects of their actions and adapt and develop them as needed

Start of Unit End of Unit

Swimming Advanced unit

Start Date

End Date

Developing physical and mental capacity

LEARNING OBJECTIVES

- to determine fitness levels and design, plan and follow a specific training programme to improve cardiovascular fitness in water based activities
- to develop confidence and emotional stability in competitive swimming and water based situations (eg life saving)
- to develop strategies which help pupils remain focused on success even when faced with short term failure

TEACHING ACTIVITIES

- Help pupils to monitor their own fitness levels and to be aware of development areas. Teach pupils how to plan and apply cardiovascular training programme for water based activity
- Teach pupils to make appropriate decisions when faced with competitive/challenging events. Encourage pupils to remain calm and to apply what they have learnt, controlling emotions and the situation
- Talk to pupils about using strategies which allow them to remain focused on success even when faced with disappointment

LEARNING OUTCOMES

- design a specific training programme and demonstrate good cardiovascular fitness in water based activities

Start of Unit End of Unit

- show confidence in their own ability and the ability to manage emotions in a variety of water based scenarios

Start of Unit End of Unit

- remain focused on successful outcomes, showing determination and resilience

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of effective performance to plan and implement advanced strategies and tactics for competing in different events and competitions, and then adapt them as needed
- to develop leadership skills and more advanced team and collaborative skills

TEACHING ACTIVITIES

- Ask pupils to work in groups to set up practices and drills to improve technique and fitness for specific events. Help them to plan sessions that relate to their needs and the needs of others in the group. Teach them how to organise and lead others.
- Teach pupils how to vary the strategies, tactics and skills they use to meet the different targets and situations. Teach them how to design a synchronised swimming routine. Give them opportunities to make decisions and carry them out themselves.
- Teach pupils the rules and conventions for swimming activities. Help them to set and meet the criteria for quality in the activity.
- Teach pupils how to organise a range of competitions, events or displays. Help them to take on different roles.

LEARNING OUTCOMES

- explain how they organise themselves and others in practices, events and challenges, applying principles of effective performance

Start of Unit End of Unit

- identify the needs of a task, challenge or event and select an effective approach to meeting them

Start of Unit End of Unit

- adapt their actions and approaches as they progress with the task to be more efficient and effective

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan for and make use of advanced swimming and water-based activity techniques

TEACHING ACTIVITIES

- Ask pupils to swim using all the strokes and techniques they know. Help them to concentrate on aspects of each stroke such as arms, legs, body position, breathing. Teach them how to swim more efficiently so that they use fewer strokes per length. Teach them how to perform the strokes using greater power.
- Teach pupils the skills and techniques they need for the personal survival and lifesaving challenges.
- Ask pupils to practise swimming with a ball, passing it and shooting. Teach them to improve the quality and consistency of the techniques. Help them to vary the technique they use to meet different game conditions.
- Teach pupils a range of synchronised swimming techniques.

LEARNING OUTCOMES

- demonstrate and use a good range of techniques and skills, showing a good degree of proficiency and fluency in their actions

Start of Unit End of Unit

- describe the various ways they perform specific techniques and skills to meet the needs of the specific task or situation

Start of Unit End of Unit

Swimming

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- learnt all strokes
- developed control of breathing
- learnt how to enter water in a variety of ways and to surface dive
- worked with a ball
- tried some lifesaving skills
- worked in groups to plan short skill and fitness routines
- taken part in a range of events and swimming activities

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- performance, e.g. competitive event, display and festival, training programme including technical work and physical conditioning, analyse technique and training needs, monitor and evaluate, take corrective action, use rules, conventions and criteria for judging, timekeeper

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

In groups, pupils organise and then prepare for competitions, events or displays. Groups should ensure that their competition or display contains a variety of individual and group events selected from races, water polo, synchronised swimming, and problem-solving challenges. Organise events that involve competition against other groups. Carry out a preparation programme to ensure the group has the necessary skills and fitness to perform effectively. Monitor each group member's performance and progress, and develop quality and effectiveness.

Adaptations and variations on the task

- Choose a range of shorter as well as longer events.
- For the least confident swimmers allow aids and supports.
- Use 'fair' races over a set time, e.g. race for 30 seconds with competitors starting at different places to finish in the same spot on 30 seconds.
- Ask pupils to take on different roles, e.g. timekeeper, referee, manager/leader.
- Ask different pupils to act as leader for technique and fitness activities, and to prepare sessions ahead of lessons.

Task 2

Complete a personal survival challenge suitable for a gold or silver award. In addition, use some basic rescue and towing techniques related to lifesaving. Devise and implement programmes in groups to improve the skills, techniques and fitness necessary to improve performance.

Adaptations and variations on the task

- Ask pupils to devise some of their own challenges for personal survival and lifesaving.
- Set different courses and skills for different groups.
- Extend or reduce the time allowed to complete the challenges.
- Ask some groups to complete a greater range of skills or challenges.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- swim regularly and frequently to give them confidence and improve their technique and fitness
- join an after-school club for events training, personal survival awards, water polo or synchronised swimming
- join local clubs to access coaching
- identify local swimming pools and schemes
- take part in an intramural competition or inter-school fixtures
- take part in a 50k or a 100k club

Athletics

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

perform with good technique in a limited number of athletic events; understand and talk confidently about the different fitness demands in running, throwing and jumping events; demonstrate increased cardiovascular fitness and strength which leads to improved quality of performance; use ways of developing speed to improve performance in a range of athletic activities design and implement a basic training programme for a specific group of events; officiate and judge athletic events effectively; analyse and comment on their own and others' performance, identifying any aspect that needs to be improved; keep a record of progress made; demonstrate self confidence and determination to be successful in a range of athletic activities.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

select and combine advanced techniques and adapt them to the demands of athletic activity; modify their technique in the light of changing circumstances; analyse and judge the effectiveness of their own and others' performance, showing an understanding of the relationship between technique, fitness and quality performance in athletics; plan, implement and monitor ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance or health outcomes; leading to good levels of strength, flexibility and cardiovascular fitness and has the knowledge to explain the benefits of a balanced exercise programme on health and fitness, and monitor their own exercise programmes; performing with determination and the confidence to cope with the various emotions of competing.

Above Average Attainment

Some pupils will have progressed further and will:

perform in a wide range of events showing good technique and consistently high standards of accuracy, control and fluency; evaluate their own work and independently make adjustments to technique in response to changing circumstances; plan ways in which their own and others' performance can be improved, devising action plans with achievable targets; use their knowledge of training programmes to monitor, evaluate and develop their own and others' progress towards health or performance-based targets with particular emphasis on strength, flexibility and cardiovascular fitness; perform with confidence in their own ability and copes well with the pressure of competition.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

Evaluating and improving

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and/or others related to performance in athletic activities and events
- to devise, implement and monitor their own, and/or others', exercise and fitness programmes based on the principles of safe and effective exercising
- to recognise and evaluate the impact fitness has on performance, and activity has on fitness

TEACHING ACTIVITIES

- Teach pupils different ways of keeping a record of their progress and how to analyse and use the recorded information. Help them to evaluate progress and to adapt a programme to meet an individual's needs.
- Help pupils to devise programmes, which will help condition them, give them power and strength or stamina, or better technique. Investigate how they use these principles for specific events. Investigate the impact of different training programmes, e.g. pyramids, intervals, etc, on stamina and performance over longer distances.
- Help pupils to gain the confidence to pursue an athletic activity outside school that suits their particular strengths.

LEARNING OBJECTIVES

- to improve their ability to analyse and develop their own and others' performance as a result of analysis
- to develop leadership and more advanced collaborative skills

TEACHING ACTIVITIES

- Teach pupils to be clear about what they want to achieve, setting themselves and others targets.
- Help pupils to investigate the range of information required to analyse performance and progress. Teach them ways of interpreting the information.
- Teach pupils to identify areas in which they perform well, and areas of performance or knowledge, which require improvement. Help them to recognise strengths and weaknesses in themselves and others. Teach them how to make the most of strengths and diminish weaknesses.
- Teach them how to take the initiative and work with others to develop and improve performance. To solve a problem they should consider alternatives, structure plans and organise group activity.

LEARNING OUTCOMES

- apply principles of safe exercise and training
 Start of Unit End of Unit
- evaluate aspects of fitness and describe the effects of fitness on the quality of skills at various stages of an event or competition
 Start of Unit End of Unit
- design programmes that improve skills and fitness based on their own and others' needs
 Start of Unit End of Unit
- monitor their own and others' progress
 Start of Unit End of Unit

LEARNING OUTCOMES

- observe and describe performance, picking out important aspects of it
 Start of Unit End of Unit
- use a range of information to analyse effectiveness and progress
 Start of Unit End of Unit
- recognise quality and effectiveness and describe it accurately
 Start of Unit End of Unit
- devise solutions to enhance and improve the quality of their individual and team's performance
 Start of Unit End of Unit

Athletics Advanced unit

Start Date

End Date

Colour code the **LEARNING OUTCOME** boxes at the **start** and **end** of unit: **RED = 90% not achieved, AMBER = 50% achieved, GREEN = 90% achieved**

Developing physical and mental capacity

LEARNING OBJECTIVES

- to demonstrate how specific fitness can be developed for various athletic events and understand how to make improvements in performance
- to experience competitive athletic events and help pupils to develop a range of coping skills and the determination to work for personal best performances

TEACHING ACTIVITIES

- Teach pupils to monitor and improve specific fitness for their chosen events
- Help pupils understand how top class athletes' prepare for major events and to apply some of the preparation techniques to their own performance routines
- Encourage pupils to support each other both as training partners and through competitive events. Help them to understand different personality types and to be sensitive to others needs and preferences

LEARNING OUTCOMES

- use improved fitness over time to secure personal best performances in a range of events

Start of Unit End of Unit

- can cope well with competitive pressure, managing emotions effectively and staying focused before and during events

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of effective performance to plan and implement advanced strategies and tactics for competing in different events and competitions, and then adapt them as needed

TEACHING ACTIVITIES

- Ask pupils to compete in sprinting, jumping and throwing events where they only have one attempt. Ask them to compete in the same events where they have three or five attempts and times or distances are added up. Investigate the different approaches needed for each type of competition.
- Teach pupils how to approach and plan for a single-event competition using normal rules and conventions. Talk to them about different ways of approaching an individual and team multi-event competition.
- Teach pupils how to select a team to get the best results for a competition. Talk to them about timing and making the most of strengths while minimising the effect of weaknesses.
- Teach pupils how to select a programme that they can follow through to improve technique and performance. Teach them how to collect information and results, and analyse and interpret them.

LEARNING OUTCOMES

- select the way they use skills to suit the needs of the challenge or competition

Start of Unit End of Unit

- plan their approach to a competition, varying technique and effort to produce the best performance possible in the context of the whole competition

Start of Unit End of Unit

- plan and organise themselves, selecting individuals for appropriate events, taking into account the strengths and weaknesses of their own team and opposition

Start of Unit End of Unit

- solve a problem, consider alternatives, structure plans and organise group activity

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan for and make use of advanced athletic techniques

TEACHING ACTIVITIES

- Teach pupils to refine existing techniques in chosen events, e.g. make good use of the hips and legs in throwing events, improve technical aspects of the last three strides in jumping events, and 'breathing' techniques in sprint events, plus mental rehearsal and visualisation.
- Help pupils to extend and refine fluency in sequences of movement in order to improve control, accuracy and consistency, e.g. use of rotation in discus throwing, accurate run ups in jumping events, quick starts and pick ups in sprinting, smooth change-overs in relays, steady, relaxed striding in middle and long distance events.
- Help pupils to focus their practice and distribute it so that they improve but do not become too fatigued.

LEARNING OUTCOMES

- use an increased range of event-specific techniques with control, precision, speed and power or stamina

Start of Unit End of Unit

- adapt techniques for different situations

Start of Unit End of Unit

Athletics

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- acquired techniques in a wide range of athletic events & activities
- a sound understanding of different approaches to training
- understood how athletic activities contribute to the development of strength, stamina and suppleness
- an understanding of the principles used to design a training programme
- understood that there is a difference between performance-based and health-based training programmes

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- aerobic and anaerobic exercise, e.g. improving stamina, strength and/or suppleness
- training programmes, e.g. interval, pyramid, repetitions and sets, fartlek, cross-training
- health-based and, performance-based programmes, e.g. judging, officiating, feedback

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Task

Pupils work in groups to prepare as a team for athletic competitions, including running, jumping and throwing events or activities, designed by them. The competition should contain a range of events and/or athletic activities that suit the abilities of those in the group. Pupils challenge another group or groups to competition, and organise the timetable of events, the judging and the scoring. They select their team to cover the events appropriately, as well as setting up preparation programmes that develop skills, techniques and body fitness or condition in order to take part. They monitor the progress of the preparation programme and the performances of those in their group.

Adaptations and variations on the task

- For most pupils use specific events for the competition. For some pupils, events will have to be modified. Use some recognised events from disability sport.
- Limit the number of events per person to make the challenge easier. Increase the number of events or use multi-event competitions to make it harder.
- Use adapted equipment for those who need it.
- Make the competition fairer by putting conditions on individuals, e.g. get runners to find out how far they can run in 12 seconds and then run the race so they all have different starting places but finish at the same point.
- Use combined team times or scores as a way of finding winners rather than points for position.

EXTENSION AND ENRICHMENT

Schools could:

- provide school-based indoor and outdoor clubs for athletic activities
- set up 100k challenges where pupils record distances completed over time and receive a certificate when the total reaches 100k
- provide links to local community-based clubs
- set up inter-form/house and inter-school competitions
- encourage pupils to watch quality performance live, on television or on the internet
- encourage pupils to organise and take part in athletic competitions and festivals

Outdoor and adventurous activities

Advanced unit

Year 10/11

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 7

Below Average Attainment

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

undertake a short journey, outdoor activity or challenge safely, relying on others to help them; use some skills effectively to meet the challenge; work effectively in a team or group, following the lead of others; undertake preparatory activities carefully as instructed; recognise that there are hazards and that they need to behave safely; describe what they did and recognise where they were efficient; suggest some ideas which would improve safety and efficiency demonstrate maturity, confidence and determination when faced with complex challenges; understanding the challenges and limitations faced by others and are able to take the initiative to lead and encourage others to manage success and failure maturely.

CHILDREN AT THIS LEVEL:

Average Attainment

Most pupils will:

undertake a journey, outdoor activity or challenge safely, efficiently and accurately; use a range of skills and techniques to overcome the challenge; showing maturity confidence and determination; work closely with others, taking different roles and responsibilities including the lead; prepare effectively for each challenge, showing good understanding of the environment and potential hazards; prepare themselves physically to take part by devising a short conditioning schedule; be aware of how progress is being made and factors which affect it; take sensible and safe action to improve efficiency; and use clear strategies to achieve personal and team success.

Above Average Attainment

Some pupils will have progressed further and will:

plan for, lead and complete successfully demanding journeys, outdoor activities and challenges; make effective use of a wide range of techniques and approaches, varying them as the need arises; plan thoroughly and effectively for the challenge, taking into account potential hazards, their own and others' strengths and weaknesses and the way the conditions might change; take the initiative to evaluate progress, safety and efficiency and take decisions that lead to improvement; devise a full and effective preparation programme; demonstrate emotional maturity and strength of character when faced with challenges.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to monitor exercise and fitness levels for themselves and/or others, related to performance, in the activity/challenge
- to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe and effective exercise
- to recognise and evaluate the impact that fitness has on performance, and that activity has on fitness

TEACHING ACTIVITIES

- Help pupils to analyse the physical and safety needs of a specific outdoor activity. Teach them ways to practise and prepare for it. Teach them how to design a programme and carry it out over time. Teach them how to measure and evaluate different aspects of their fitness so as to monitor changes.
- Help pupils to record or talk about their progress. Teach them how to adjust their preparation programmes to improve their performance.
- Teach pupils the benefit of regular involvement in these activities to develop their fitness and health.

Evaluating and improving

LEARNING OBJECTIVES

- to improve their analytical skills and develop and improve their own and others' performance as a result of the analysis

TEACHING ACTIVITIES

- Ask pupils to reflect upon and discuss what they do and what they have done. Help them to evaluate and judge performances. Teach them alternatives and to weigh up possibilities and strengths and weaknesses.
- Teach pupils how to evaluate progress during a challenge or activity. Teach them to take time to reflect on and adjust approaches while they are involved. Help them to consider the needs of all members of a group.
- Help pupils to consider others' views. Teach them to try challenges again at another time and to have the courage to try different approaches. Teach them how to make and carry out decisions.

Outdoor and adventurous activities

Advanced unit

Start Date

End Date

LEARNING OUTCOMES

- plan activity and preparation programmes using their knowledge of how exercise affects the body and the principles of safety in outdoor activities

Start of Unit End of Unit

- design programmes to improve skills and fitness based on their own and others' needs, and monitor their own and others' progress

Start of Unit End of Unit

LEARNING OUTCOMES

- explain their strengths and preferences in different activities and roles

Start of Unit End of Unit

- discuss and evaluate performance, progress and outcomes accurately

Start of Unit End of Unit

- adapt approaches as a result of consideration and carry out decisions effectively and safely

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to face challenges with confidence and to develop the social skills to bring the best out of others
- to experience challenging environments which help pupils to develop a range of coping skills and the determination to explore all options in order to succeed
- to learn to manage emotions, rationalise situations and make calm, well considered decisions when under pressure

TEACHING ACTIVITIES

- Provide opportunities for pupils to cope with real challenge and decision making under time pressure. Help them to work logically and to apply their own judgements in formulating the best course of action
- Enable individuals and groups to talk through their emotional feelings following a challenge and use the debrief to stimulate thought and future coping strategies
- Encourage pupils to facilitate their own debrief after an event

LEARNING OUTCOMES

- show significant confidence and secure leadership skills which help bring out the best in others

Start of Unit End of Unit

- has clear coping strategies which aid progress/success when faced with a challenging environment

Start of Unit End of Unit

- can manage emotions, stay calm when under pressure and make considered decisions to help solve challenges

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to use principles of performance to plan for and implement advanced strategies, and then adapt them as needed
- to develop leadership skills and more advanced team and collaborative skills

TEACHING ACTIVITIES

- Ask pupils to talk about how they are going to tackle an activity or challenge. Teach them a range of concepts they need to take account of. Help them to discuss and write down their plans.
- Talk to pupils about the different roles needed in a group. Teach them a range of leadership skills. Teach them how to plan for and organise a group in a variety of activities.
- Help pupils to understand what the criteria for success are. Teach them how to work to meet the criteria. Help them to try a range of ways of meeting the criteria. Give them several attempts at different tasks and teach them how to change the approach or skills that they use.

LEARNING OUTCOMES

- take on a number of roles within a team including that of leader

Start of Unit End of Unit

- cooperate and work well in teams, planning their approaches and strategies together and adapting them to meet challenging needs

Start of Unit End of Unit

- describe the outcomes and the criteria for success and plan effectively to achieve them

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to plan and make use of advanced techniques in specific outdoor activities and challenges

TEACHING ACTIVITIES

- Ask pupils to solve problems or meet challenges within the school environment. Include problem-solving, orienteering and trust-building tasks. Help them to focus on specific skills. Teach them how they can improve their safety and effectiveness.
- Teach pupils specific techniques for the outdoor activity to be used, e.g. navigation skills using maps and compasses, canoeing techniques for paddling and survival, rock-climbing techniques including the use of ropes. Help them to practise and refine their skills. Put them under pressure in safe environments. Help them to use these skills in unfamiliar settings.

LEARNING OUTCOMES

- use an increasing range of specific techniques with control, precision and safety

Start of Unit End of Unit

- select skills effectively and appropriately to meet the needs of the situation

Start of Unit End of Unit

Outdoor and adventurous activities

Advanced unit

PRIOR LEARNING

It is helpful if pupils have:

- a range of navigation skills
- learnt safety and survival procedures
- experienced the outdoor activities they choose to undertake in this unit
- planned and carried out a challenge, journey or competition in the selected outdoor activity
- worked closely in a team, taking on a variety of roles and responsibilities

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- planning and safety, e.g. route plans, emergency procedures and rations
- map reading, e.g. grid references, compass bearings
- outdoor activities, e.g. rock climbing, sailing, canoeing

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Task: orienteering/navigation

Pupils plan, prepare for, organise and carry out an outdoor expedition/challenge, e.g. climbing, orienteering, walking, camping, youth hostelling, canoeing or sailing, involving an overnight stop(s). The expedition, outdoor activity or challenge should involve route planning and navigation and overcoming additional specific challenges and problems.

Teams should plan and prepare for the expedition or journey by:

- developing appropriate skills
- developing physical fitness and conditioning
- organising and collecting food and equipment
- notifying appropriate agencies
- carrying out risk assessments and preparing appropriate emergency equipment

Adaptations and variations on the task

- The challenges could have a competitive base, e.g. orienteering, canoeing races, etc.
- Competitions may be between pupils on the course or between similar groups in different schools.
- Carry out the expedition in and around school, using the school fields to camp on (where possible).
- Carry out the expedition in difficult terrain.
- Change the roles of team members during the expedition.
- Keep the expeditions shorter, e.g. an afternoon or most of a day, for some pupils.
- Make the expeditions a mixture of challenges and activities, e.g. canoeing and orienteering, hillwalking and climbing.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join extracurricular outdoor activity and problem-solving clubs
- join local community-based outdoor activity clubs
- use these activities during team-building and induction activities and programmes
- take part in school-organised outdoor activity or 'expedition' days
- take part in the Duke of Edinburgh's Award scheme and other similar schemes

Outdoor education centres

Some schools could deliver the whole programme or extensions to it by using these centres.

Residential experience

Some schools could use this area of activity as the focus for residential experience.