



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Core Physical Education	YEAR/FORM GROUP	Year 11 Girls
----------------	-------------------------	------------------------	---------------

TOPIC TITLE	Basketball
--------------------	------------

TERM	1A	LENGTH	6 weeks
-------------	----	---------------	---------

Learning Overview	This term a focus will be set on Basketball. Each lesson will have a sport specific skill focus, yet rooted in a teaching games for understanding model. Students will have a focus point of each lesson, which will be delivered through conditioned gameplay. Week 1-6 will be centred around developing sport specific skills with application into gameplay towards the end of the lessons. There will be a push for students to take on leadership roles in physical education lessons, as well as ensuring there is a role for the 'non-doer' where they can improve their officiating and peer coaching skills. Each sporting block will culminate in competitive game play or tournaments during the final week(s), this will be an opportunity for students to understand structured games, as well as a chance for assessment to occur.
--------------------------	--

Week	Learning Overview	Learning Objectives	Assessment/Homework
1	Movement with the ball All pupils will demonstrate the basic movement techniques with the ball, otherwise known as dribbling. Students should show some coordination and control to gain an advantage over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situation where the skill is	Ball familiarisation + passing To be able to replicate basic ball handling skills. To be able to perform these in small sided games to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball. Dribbling & pivoting to be able to perform skills in a	Verbal feedback provided throughout the lesson.

	completed in an unopposed environment. Those students attempting to challenge themselves further will display more fluidity, the skills will be consistent and performed quicker. These students will be able replicate their skill in response to opposition pressure and will make a significant impact on the game during the lesson.	small sided game, making decisions about how best to advance on opposition. All students will develop an understanding of the rule of travelling alongside other key rules of the game.	
2	Outwitting opponents in a competitive game situation Students should strive to show basic tactical awareness and react to opponent's pressure in a small sided game. Understanding the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending. Higher ability pupils or those with prior knowledge in basketball will be able to demonstrate tactical awareness in response to changing situations, by adapting and refining their skills and techniques.	Passing and movement off the ball. To be able to replicate passes in a space with changing environment. To understand the importance of speed of thought and playing into space in order to attack and outwit opponents. To begin to understand the need of tactical movements to invade opponents' goal. To be able to vary the type of pass that is needed in any given moment including the use of a bounce pass, chest pass, overhead pass, shoulder pass etc.	Verbal feedback provided throughout the lesson.

3	Shooting Set shot and lay up To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of playing into space in order to attack. To replicate a basic lay-up technique in a variety of situations. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.	Shooting learning objectives All students should be able to replicate and understand the BEEF technique when performing the set shot, this is developed further during pressure from opponent. Those higher ability students will be adept at the set shot from a variety of angles and distances away from the hoop. All students should understand the basic lay up and some students can progress and utilise in a variety of situations, higher ability students will be able to be fluid in their decision and alter decisions when needed or under pressure.	Verbal feedback provided throughout the lesson.
4	Outwitting opponents in a competitive game situation - To demonstrate the ability to outwit and opponents in a game situation using the appropriate skills and techniques to identify the strengths and weaknesses when playing small sided games and adapt	Outwitting opponents - All students should understand when it is necessary to adapt and change depending on their opponents positioning or decision making. - Some students may be able to integrate higher order skills and techniques to improve their	Verbal feedback provided throughout the lesson.

	strategies where necessary. - To identify the type of information you might provide team mates when off the ball. - Focus on creating overloads (2v1, 3v1, 3v2).	chances of success for example a dummy pass, cross over step and adjusting speed and direction of travel.	
5	Footwork focus - When pivoting, students use their feet to change direction, keeping one foot still while stepping with the other - To make a jump stop, students land on both feet at the same time and can pivot from either foot. - To make a stride stop, students stop in a way that one foot touches the ground before the other. The first foot that contacts the ground becomes the pivot.	- Students should be able to display accurate and legal footwork during conditioned drills and attempt to apply this during gameplay. - Some students will be able to master effective footwork so it looks aesthetically pleasing with a smooth movement, these students will be able to use this skill to outwit their opponents when attaching or to evade opponents to receive a pass.	Verbal feedback provided throughout the lesson.
6	Tournament - Lesson focus around integrating skills learnt in prior lessons to structured game play.	Tournament - All students will participate in structured game play in the format of a tournament. - Some students may take further	Assessment will be qualitative and used to assist reporting. Students will also receive feedback, some individual once completing the basketball block.

	- Students will also have a chance to umpire and coach their team. - Students are required to use teamwork and communication well for success.	responsibility roles such as captain of a team. Some students can improve their officiation and peer coaching skills during the tournament.	
--	---	---	--



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Core Physical Education	YEAR/FORM GROUP	Boys PE Y11
----------------	-------------------------	------------------------	-------------

TOPIC TITLE	Football
--------------------	----------

TERM	1a	LENGTH	6 weeks
-------------	----	---------------	---------

Learning Overview	This term a focus will be set on Football. All students will complete a baseline screening test during their first week of term. This is designed to determine their current levels of health and fitness, as well as providing data to visualise improvement in future terms and year groups. Each lesson will have a sport specific skill focus, yet rooted in a teaching games for understanding model. Students will have a focus point of each lesson, which will be delivered through conditioned gameplay. There will be a push for students to take on leadership roles in physical education lessons, as well as ensuring there is a role for the 'non-doer' where they can improve their officiating and peer coaching skills. Each sporting block will culminate in competitive game play or tournaments during the final week(s), this will be an opportunity for students to understand structured games, as well as a chance for assessment to occur.
--------------------------	---

Resources	
------------------	--

Week	Learning Overview	Learning Objectives	Assessment/Homework
1	Baseline fitness screening	Students should understand the basic movements required for stability and control when completing these basic	Assessment will be recorded quantitatively with feedback provided to students

	- Power – standing broad jump. Students to complete two jumps, furthest jump recorded. - Speed/Acceleration – 30m sprint test. Students are required to accelerate from cone A to B, using a 3 point or standing start position. - Balance and mobility – overhead squat (students are graded on the functional movement scale) - Co-ordination – alternate hand wall toss is a test of hand-eye co-ordination, where the participant throws a ball against a wall from one hand to another in an underarm action, and attempt to catch it with the opposite hand for a duration of 30 seconds.	screening tests. Also understanding why, they are important and how they can help improve their health and wellbeing.	depending on the quality of their fitness screening results. This data will be mapped and used for future years, allowing for visible and tangible progress to occur.
2	Running with the ball - Focus of the lesson is dribbling with the ball, looking at different techniques to use while travelling with the ball.	Students needs to learn and understand why it is important to develop technique when running with the ball. Students will understand different ways to move with the ball to outwit defenders.	Verbal feedback provided throughout
3	Controlling the ball - Focus of the lesson is controlling the ball over a variety of distance and pace.	Students are required to develop their technique from previous lessons looking at moving with the ball. Students will be required to display different techniques to ensure they keep	Verbal feedback provided throughout

		control of the ball when under pressure from a defender.	
4	Passing - Understanding and utilising different styles of passing in football short, long and through with different variants of each displayed.	Students will develop different methods and styles when passing the ball, they will then progress into gameplay and understand when the correct time in the game is to use a certain type of pass.	Verbal feedback provided throughout
5	Shooting - Understanding the different types of shot in football and varying technique with side foot and laces. - Games will be conditioned to favour attacking play.	By the end of the skill-based block students should be able to shoot using different techniques including using different parts of their foot to deceive the goalkeeper, for example using their laces for power and their side foot for control/finesse. Students will complete small sided games that are conditioned to allow for high frequency of shots, keeping in line with the teaching games for understanding model.	Verbal feedback provided throughout
6	Mini tournament - Students will also be able to have a chance at officiating and refereeing, as well as given responsibility roles within their teams.	All students will play an active role in the mini tournament, students will get a chance to umpire and/or manage their team, showing the different roles in sport.	Students will be assessed using qualitative method to allow for comments, this tournament will be a chance for students to perform prior to reporting at the end of the cycle.