



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Physical Education	YEAR/FORM GROUP	Year 9 Girls
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TOPIC TITLE	Athletics and Athletic Development
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TERM	1A	LENGTH	6
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Learning Overview	In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout. Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style.
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Week	Learning Overview	Learning Objectives	Assessment/Homework
1	Sprint running technique (100/200/400m/relays) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.	All pupils will: Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all athletic disciplines but will find sustained physical activity a challenge. Most pupils will: Show a good replication of skills across most fitness	Assessment opportunities Open questioning Recap running style/technique for sprint events. What is benefit of a down start? What tactics and strategies can be used during a race? How can own personal best be beaten? How does setting targets help?

	Warm up – Group pulse raiser. Discuss reaction time. Line on belly/back, react to 'go' command, sprint 10m. Work in pairs to develop their running style. Paired drill. Pupil A to place cone short distance behind them. Partner B jogs towards cone, once B reaches marker, A goes. B to catch. T.P's; Develop idea of body control. Pupils able to identify good and bad technique – Timed races + record.	disciplines and will push body to challenge physical capacity. Some pupils will: Can perform and replicate skills to a high level showing clear knowledge of the techniques necessary to complete runs, jumps & throws. Has the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue.	
2	Middle distance running – endurance (800m) To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self performance against previous bests. Students to complete a 12 minute cooper run. Group pulse raiser + stretches. Discuss role of heart & lungs during 800m. In groups of 4. Set a pace for 200m time based on the following standards; bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. 4 pupils to relay run 800m (4x200m) at the set pace. Pupils must achieve as close to that time as possible and not	All pupils will: Can lead a partner through basic warm up exercises and simple versions of athletic techniques but can lack confidence and clarity of communication. Most pupils will: Can motivate and push other to undertake physical activity tasks and is clear on how to complete these. Some pupils will: Displays confidence when talking to individuals/small groups and often demonstrates activities for others to follow. Able to create plans to improve performance and create drills to develop athletics skills.	Assessment opportunities Open questioning What is meant by pace? How can this be judged during a race? Discuss school, national and Olympic records? Why is it important to run with similar individuals?

	quicker/slower. Final individual 800m timed race. Highlight world record – 1.41min and the 200m splits for that time (25 secs per 200m).		
3	Jump – long jump and triple jump. To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events and the meaning of 'plyometrics training' Warm up – discuss plyometric training. 3's relay-perform 2 footed jumps over small hurdles and jog back. Increase height of hurdles. 3's- Place 3 hoops even distance apart. Technique saying- "SAME, OTHER, TOGETHER". First landing is same as take off foot, next is other foot, then together landing. Teaching points; run up, take off, use of arms, landing in pit (see 'triple jump' QR code) Practice from side of pit in 3's with 3 side run up. Experiment with full jump + measure run up. Record personal best distance	All pupils will: Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels. Most pupils will: Explain in simple terms the physical effects of exercise on heart rate, lungs and the cardiovascular system. Can explain how warming up and cooling down help performance and suggests example activities. Some pupils will: Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate, respiratory and cardiovascular system is sound and can link exercise and recovery to adaptations that take place.	

4	Throwing – shot putt To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique Throwing - javelin To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw. Warm up – paired strength challenges. Press up challenges. Tug of war. Reinforce safety points. Peer evaluation. Practice analysing partner's performance. Teaching points; grip, leg muscles for power, low body position, 45 degree release. Demo shuffle technique to create more power. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Warm up – throw a shuttlecock and retrieve. Partner to attempt to throw further. No run up. Dynamic stretches. Q & A on javelin knowledge. Reinforce safety	Developing Reflective learners/Creative thinkers/Self managers All pupils will: Recognise a need for strategies and creative thinking and can add to a group discussion. Most pupils will: Can focus on aspects of their technique to improve and understand ways to perform in an event. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals. Some pupils will: Can work independently on own training programme and monitor own performance. Evaluates performance and can see how skill, tactics, strategies and fitness affect overall effectiveness.	Mid-lesson plenaries check – What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help? Mid-lesson plenaries check – How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? What are some of the common problems experienced? How can they be overcome?
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	points. Peer evaluation. Practice analysing partner's performance. T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power (see 'javelin' QR code) Practice throws using 3/5 stride run up. Recorded distances with cone. Measure best at the end.		
5	Sports day practice lesson.	Students to practice their field sports day events and relay handovers. Teachers to set up stations and reciprocally advice students on technique and rules of the event.	
6	Sports day practice lesson.	Students to practice their field sports day events and relay handovers. Teachers to set up stations and reciprocally advice students on technique and rules of the event.	



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Core Physical Education	YEAR/FORM GROUP	Boys PE Y9
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TOPIC TITLE	Football
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TERM	1a	LENGTH	6 weeks
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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.
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Resources	
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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.