



PE - Boys

Year 7 - Half Term 1 and 2 - Rugby

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of attack and defense. Worked in small teams in a variety of roles and adopted rules for modified invasion games activities. |
| What will I learn? | In this unit pupils will focus on improving and applying basic core skills for Rugby. In all games activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. They will also develop physical literacy and body movement competence. Students will develop physical literacy by demonstrating basic movements including running and hand eye coordination based techniques with some fluency and control. They will execute core skills by using basic techniques in a small sided game and will pass and receive with reasonable control & accuracy. Students will outwit opponents in competitive situations by showing a basic tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing a basic understanding of rules sometimes following the lead from others. |
| Next Steps | This unit links to Rugby in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation and intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandrugby.com/participation/coaching/coach-resources https://www.rugbycoachweekly.net/rugby-drills-and-skills/ |
| Enrichment opportunities | Represent the school Rugby team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Rugby Club Training sessions. https://www.pitchero.com/clubs/fleetwood Go and watch a Rugby game at Fleetwood RUFC – Melbourne Ave, FY7 8AY Go and watch a Rugby game at Sale Sharks – AJ Bell Stadium, 1 Stadium Way, M30 7EY |

Year 7 - Half Term 1 and 2 - Badminton

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| Prior Learning | At KS2 we would assume that students will have developed a simple understanding for outwitting opponents during net/court games. They will have knowledge of and applied modified rules in similar net/court games or mini-versions of badminton. |
| What will I learn? | In this unit students will focus on identifying different areas of the court and be able to move between these areas using a variety of techniques. Students will understand how to outwit opponents using strategies and tactics during game play. Continual development and adaptation of the necessary skills will contribute to producing an improved performance. They should be able to recognise the importance of responding to changing situations within the game to both attacking and defending. Students will be able to set up a play within the game to out manoeuvre their opponent to gain an opportunity to win a point. They will be able to perform a number of basic shots depending on the situation with accuracy and control. |
| Next Steps | This unit links to Badminton in Y8 and Y9. In Y8 students will progress onto slightly more complex skills and further develop their understanding of strategies and tactics within a game. In Y9 they will develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Serve, overhead shot, smash shot, drive shot, backhand, forehand, net shot, fake, overhead clear, tramlines, court, partner, back court, front court, middle t position, ready position, stance, space, area, available, estimate, major, respond, vary. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE http://www.badminton-information.com/badminton-drills.html https://www.thebadmintonguide.com/badminton-drills/ |
| Enrichment opportunities | Join the lunch time badminton club. Try and join the school badminton team and play against other local schools. Play in the inter house Badminton competitions. Contact Stanley Park Sports Centre to attend out of school badminton club on a Saturday morning at the Centre. |

Year 7 - Half Term 1 and 2 - Football

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Students will be able to play in a variety of positions within a game; Goal keeper, Defender, Midfielder and Striker. |
| What will I learn? | In this unit students will focus on improving and applying basic core skills for Football. In all game activities, students will think about how to use core skills, strategies and tactics to outwit the opposition. They will learn to make informed decisions during small sided games and plan attacking principles. They will also develop physical literacy and body movement competence. Students will develop physical literacy by demonstrating basic movements including running with the ball and coordination based on techniques with fluency and control. They will execute core skills by using basic techniques in a small sided game and will pass and receive with reasonable control and accuracy. Students will outwit opponents in competitive situations by showing a basic tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing a basic understanding of rules sometimes following the lead from others. |
| Next Steps | This unit links to Y8, Y9, Y10 and Y11 football units. Students in Y8 will progress onto slightly more complex skills and further develop their understanding of strategies and tactics within a small sided game. In Y9 Students will demonstrate advanced movements and using advanced techniques with fluency and control. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation, intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moodle – PE https://www.soccercoachweekly.net/soccer-drills-and-skills/ https://www.professionalsoccercoaching.com/soccer/football-drills |
| Enrichment opportunities | Represent the school Football team at local competitions. Speak to your PE teacher if you are interested. Fleetwood Town Junior Football Club – Ask Pe staff for information. Thornton Juniors Football Club – Ask PE staff for information. |

Year 7 – Half Term 1 and 2 Health & Fitness

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| Prior Learning | At Key Stage 2 students will have experienced some fitness activities that would have tested their physical capability. They will have followed simple warm up and cool downs. Students will have gained some basic knowledge on why it is important to exercise and the benefits of physical activity on the body. |
| What will I learn? | In this unit students will be introduced to basic fitness activities and develop an accurate replication of the required techniques. They will develop the skills of sustained running and other fitness core skills. Students should be able to understand that different activities demand different components of fitness and be able to adapt to the set task. They should be able to describe an effective technique for fitness movements. Students will develop and refine fitness movements in order to complete set fitness challenges. They will be able to evaluate the use of body parts to gain an improvement their own techniques. They will apply strategies for effective performance and adapt these strategies to suit the activity. Students will be able to utilise all the fitness equipment and know how to differentiate tasks whilst completing personal tasks and goals on the fitness equipment. They will develop a sound understanding of Health and Safety whilst working on all the equipment. Students will gain an understanding of how to prepare and recover from exercise safely and effectively. They will be able to recognise different types of activities that require varying components of fitness and develop physical capacity through fitness based activities and challenges. |
| Next Steps | This unit links to Fitness in Y8, Y9, Y10 and Y11 and onto maintaining a good level of health and fitness Post 16. In Y8 students will extend their knowledge on all the fitness skills learnt in Y7. In Y9 they will develop the skills necessary to compete in a number of fitness based challenges and gain a baseline experience at a range of activities that involves sustained physical work. |
| Personal Development | Health benefits by participating in aerobic and anaerobic exercise, both mentally and physically. This will include an understanding of the anatomy behind heart rates and the basic reasoning for this. Mental capacity when recording heart rate values and BMI and understanding the meaning of each. Leadership opportunities when coaching partners and creating simple training programmes. |
| Key vocabulary | Warm up, cool down, heart rate, BMI, Dynamic stretching, pace, speed, power, recovery, fatigue and lactic acid, Cooper Test, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Challenge performances and fitness test results recorded. |
| Resources to use | CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/ |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. YMCA Fleetwood - ESPLANADE, Fleetwood FY7 6HF YMCA Thornton - Victoria Rd E, Thornton-Cleveleys FY5 3SX |

Year 7 - Half Term 3 and 4 – Cross Country

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| Prior Learning | At KS2 students will have explored Cross Country activities. They will have started to develop basic knowledge of the principles of sustained running. Worked in small teams in a variety of challenges and adopted rules for cross country activities. |
| What will I learn? | In this unit students will accurately replicate running skills for cross country events in order to improve performances. They will explore variations in technique and use the information to become more technically proficient. Students will engage in performing and improving personal bests in relation to speed, pacing and distances covered. They will be introduced to basic cross country skills and develop an accurate replication. Students will develop the skills of cross country running. They will understand that different terrains and distances demand different skill types and be able to adapt their skills to the needs of the terrain and distance. Students should be able to describe the elements of an effective cross country running style. They will learn to prepare and recover from cross country safely and effectively and to gain an understanding of the principles used. Students will be able to recognise that different types of Cross Country challenges require different types of fitness. They will be able to understand the maths around pacing and distances. |
| Next Steps | This unit links to Cross Country in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop cross country skills further and should be able to perform a range of cross country skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in cross country events. In Y10 and Y11 students will develop advanced cross country skills and show confidence when taking part in Cross Country events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Warm up, Cool down, Leg drive, Sprint, Pacing, Speed, Recovery, Fatigue, kilometre available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandathletics.org/athletics-and-running/athletics-disciplines/cross-country/ https://bwfac.co.uk/cross-country/ https://www.youtube.com/watch?v=MyzJMwVLVOo |
| Enrichment opportunities | Fleetwood Parkrun https://www.parkrun.org.uk/fleetwoodpromenade/ Blackpool Parkrun https://www.parkrun.org.uk/blackpool/ |

Year 7 - Half Term 3 and 4 - Basketball

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Taken on different roles within the game like attack and defence. |
| What will I learn? | In this unit students will focus on improving and applying basic core skills for Basketball. In all game activities, students will think about how to use core skills, strategies and tactics to outwit the opposition. They will learn to make informed decisions during small sided games and plan attacking principles. Students will develop physical literacy by demonstrating basic movements including dribbling the ball and coordination based on techniques with fluency and control. They will execute core skills by using basic techniques in a small sided game and will pass and receive with reasonable control and accuracy. Students will outwit opponents in competitive situations by showing a basic tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing a basic understanding of rules sometimes following the lead from others. |
| Next Steps | This unit links to Basketball in Y8 and Y9. In Y8 students will progress onto slightly more complex skills and further develop their understanding of strategies and tactics within a game. In Y9 they will further develop an understanding of basic games rules, play a number of roles and physically exert themselves throughout. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Principles of attack and defence, finding space, lay-ups, changing speed, marking, covering, delaying, moving feet, watching the ball, rebound, following through, assess, assume, concept, establish, identify, involve and assist |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://ebasketballcoach.com/ https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ |
| Enrichment opportunities | Join the after school basketball club. Speak to your PE teacher Play in the inter form Basketball competitions. Contact Blackpool Sixth Form to attend weekend sessions. Watch last dance on Netflix. |

Year 7 - Half Term 3 and 4 - Orienteering

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| Prior Learning | At KS2 students will have explored OA activities. They will have started to develop basic knowledge of the principles of team building and map reading. Worked in small teams in a variety of roles and adopted rules for modified OA activities. |
| What will I learn? | In this unit students will focus on developing and using new skills and techniques in a variety of environments. Students develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They will need to analyse, plan and carry out tasks safely in a changing environment showing leadership and management skills. Students will be introduced to basic OAA skills and develop an accurate replication. They will develop the skill of problem solving and teamwork. Students should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students will develop the skills necessary to compete and achieve in a number of outdoor and adventurous events. To gain a baseline experience at a range of activities demonstrating leadership throughout. In all tasks, demonstration of accurate technique, communication skills and related performances will be assessed. |
| Next Steps | This unit links to OAA in Y8, Y9 and finally to OCR Sports Studies and in particular unit R053 – Leadership in Sport. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in OAA events. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating OAA events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Trust, partnership, problem solving, strengths and weaknesses, communication, praise, constructive feedback, leadership and teamwork, cooperation, physical challenge, planning and preparation, success, priorities, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.britishorienteering.org.uk/school_games https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf https://betterorienteering.org/teaching/ |
| Enrichment opportunities | Explorer Orienteering at The Mount, The Esplanade, Fleetwood, Lancashire, FY7 6EZ Speak to our schools OAA instructor for more details about OAA in and around Fleetwood https://www.outdooreducationnw.co.uk/ |

Year 7 - Half Term 3 and 4 – Boxing Fitness

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| Prior Learning | At KS2 students will have explored some fitness activities that had tested their physical capacity. They will have followed simple warm up and cool downs. Some students might have experienced boxing type activities within other combat sports. |
| What will I learn? | In this unit students will be encouraged to develop replication and performance through a range of boxing fitness activities. They will work in groups and take on a range of roles and responsibilities. Students will evaluate and assess own and others technique to develop personal targets and to develop a deeper understanding about boxing and how it can aid physical capacity. Students will develop the skills necessary to perform in a number of boxing fitness based exercises. They will develop and experience of a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performance will be assessed. |
| Next Steps | This unit links to boxing fitness in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop boxing fitness skills further and should be able to perform a range of boxing skills in isolation and under increased fatigue. In Y9 students will be encouraged to plan and implement boxing fitness routines. In Y10 and Y11 students will develop advanced boxing fitness skills and show confidence when leading boxing fitness routines. Y11 students will learn about maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Fitness Training and Programming for Health, Sport and Well-being. Boxing clubs within the community will be highlighted and students will be signposted to health and fitness opportunities open to young people post 16. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new workouts. Leadership opportunities within group work. Leadership opportunities within planning and managing boxing fitness routines. Communication with group members. |
| Key vocabulary | Warm up, Cool down, Heart rate, combination, guard, pads, gloves, Jab, Hook, Cross, Upper Cut, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandboxing.org/get-involved/boxing-for-fitness/ https://www.acefitness.org/education-and-resources/lifestyle/blog/5472/boxing-inspired-workout/ https://www.youtube.com/watch?v=jCTEVKRTuS8 https://www.youtube.com/watch?v=xSUXMwqZ3z0 |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local boxing fitness clubs and contact details. |

Year 7 Half Term 5 and 6 – Athletics

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| Prior Learning | <p>At KS2, students will already have had experienced running, jumping and throwing in some form, either under the umbrella of athletics or playing competitive or individual game activities. Students will have had the experience to demonstrate skills and techniques learnt within PE lessons and in competitive events in and out of school.</p> <p>Whilst participating in athletics lessons pupils will have followed health and safety guidelines when using equipment under the guidance of teachers.</p> |
| What will I learn? | <p>In this unit students will focus on extending their knowledge of athletics further. The majority of students may not have covered the specific teaching points within athletics. Therefore, all students will be introduced to the basic concepts and skills of athletics within the three key areas of running, jumping and throwing. Within these areas they will learn the specifics of pacing, rules, techniques and clear teaching points aimed at the health and safety aspects of throwing and jumping. Students will gain an understanding of the difference between the events and the different skills required for each event. They will be taught how to make tactical decisions in order to throw further or run faster. They will evaluate the use of different body parts to gain improvement of their techniques, times and distances.</p> |
| Next Steps | <p>This unit links to athletics in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop athletics skills further and should be able to perform a range of athletics skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in athletics events. In Y10 students will develop advanced running, jumping and throwing skills and show confidence when taking part in athletics events.</p> |
| Personal Development | <p>Health benefits by participating in aerobic and anaerobic exercise. Leadership opportunities with partners and working in small groups. Responsibility for timing and recording events and making decisions whilst on the track. Verbal communication and visual feedback. Mental preparation when faced with a stressful and competitive situation.</p> |
| Key vocabulary | <p>Warm up, Cool down, Leg drive, Sprint ,Pacing, Speed, Take off, Flight, Landing, Recovery, Fatigue, Lactic acid, Power, coordination, agility, available, role, involve, achieve and assist.</p> |
| How and when will I be assessed? | <p>In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Timed results will be recorded.</p> |
| Resources to use | <p>CAHS –Moodle-PE www.englandathletics.co.uk www.englandathletics.org</p> |
| Enrichment opportunities | <p>Represent the school athletics team at local competitions. Speak to your PE teacher if you are interested. Attend Blackpool, Wyre & Fylde Athletics Club Training sessions. Contact www.bwfac.co.uk There is a link on the home page explaining how to become a member with applications forms and annual fee's. https://www.youtube.com/watch?v=Drdm1WsRQwA https://www.youtube.com/watch?v=5v9p5jBN_Hg</p> |

Year 7 - Half Term 5 and 6 - Tennis

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. Worked in small teams in a variety of roles and adopted rules for modified striking and fielding games activities. |
| What will I learn? | In this unit students will replicate the core skills necessary to outwit opponents with limited time to react. Students will focus on how to use basic principles of attack to produce successful outcomes. They will develop physical literacy skills and personal bests. Students will begin to accurately score and officiate tennis games. Students will use range of basic shots with accuracy & consistency to outwit opponents. They will identify different areas of the court and be able to place the ball to opposition's weaknesses. Refinement of the fundamental tennis skills will contribute to producing an improved performance. Students will replicate shots with control and fluency. Serves, forehand, backhand, short and deep shots will be developed through game play and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. |
| Next Steps | This unit links to tennis in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Block, push, service, slice, topspin, angles, forehand, backhand, smash, reaction time, coordination, officiating/umpiring & anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.lta.org.uk/play-compete/getting-started https://www.lta.org.uk/play-compete/getting-started/information-for-parents/ https://www3.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ |
| Enrichment opportunities | Represent the school Tennis team at local competitions. Speak to your PE teacher if you are interested. Attend Thornton Tennis Club Training sessions. Website www.thorntonlawntennisclub.co.uk |

Year 7 - Half Term 5 and 6 - Cricket

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. Worked in small teams in a variety of roles and adopted rules for modified striking and fielding games activities. |
| What will I learn? | In this unit students will replicate and improve core skills in batting, bowling and fielding. Students will work on improving the quality of replication with the intention of outwitting opponents. In cricket, players achieve this by striking the ball so that fielders are deceived/avoided and running between wickets to score runs. Students will develop physical literacy/body movement competence and begin to accurately score games. Students will develop the ability to outwit opponents using strategies and tactics. They will learn to apply and use of a range of techniques for batting, bowling and fielding during game play. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. Students will learn to use basic principles of play to work towards successful outcomes. They will develop the skills necessary to compete in competitive games. Batting, bowling and fielding will be developed through games and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. |
| Next Steps | This unit links to Cricket in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Stance, body position, follow-through, front foot, line and length, attacking and defensive strokes, wide, no ball, bowling, boundaries, officiating/umpiring & anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.ecb.co.uk/play http://www.surreycricketfoundation.org/page/ecbca---surrey/coach-development/practices-and-drills-1917/ |
| Enrichment opportunities | Represent the school Cricket team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Cricket Club Training sessions. Go and watch a Cricket game at Fleetwood CC – Broadwater, FY7 8AS Go and watch a Cricket game at Old Trafford – Talbot Rd, Old Trafford, Stretford, Manchester M16 0PX |

Year 8 - Half Term 1 and 2 - Rugby

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of attack and defence. In Y7 students will have developed a range of skills in isolation and competitive situations. They will have developed an understanding of attack and defence and how different skills are required for each principle. |
| What will I learn? | In this unit students will focus on developing attacking and defending strategies and replicating techniques required in competitive games. Development of the ability to perform and influence a game or pressurised situation. In all games activities, students are encouraged to think about use of core skills (passing, running with ball, talking and kicking) as part of strategies to outwit the opposition. Students will develop confidence in movement and test mental capacity tactical refinement and maintaining a game score. They will develop an ability to complete physical warm ups based around Rugby to help develop their own and others physical capacity. Students will be encouraged to evaluate games and ask questions about the effectiveness of these tactics. To further develop an understanding of rules and terminology used for Rugby. Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Highlight the long term health benefits gained from taking part in Rugby based activities. Suggest any Rugby clubs within the school timetable. To understand the skill related fitness components that rugby players need to perform at a high level. |
| Next Steps | This unit links to Rugby in Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9 students will be encouraged to plan and implement strategies in competitive games. They will also be expected to attempt more advanced skills in isolation and under pressure. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation and intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandrugby.com/participation/coaching/coach-resources https://www.rugbycoachweekly.net/rugby-drills-and-skills/ |
| Enrichment opportunities | Represent the school Rugby team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Rugby Club Training sessions. https://www.pitchero.com/clubs/fleetwood Go and watch a Rugby game at Fleetwood RUFC – Melbourne Ave, FY7 8AY Go and watch a Rugby game at Sale Sharks – AJ Bell Stadium, 1 Stadium Way, M30 7EY |

Year 8 - Half Term 1 and 2 - Badminton

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| Prior Learning | At KS2 we would assume that students will have developed a simple understanding for outwitting opponents during net/court games. They will have knowledge of and applied modified rules in similar net/court games or mini-versions of badminton. In Y7 students focused on identifying different areas of the court and be able to move between these areas using a variety of techniques. |
| What will I learn? | In this unit students will focus on consistently replicating core skills through conditioned situations. They will develop the ability to land the shuttle in a target area and refining game strategies with the intention of outwitting an opponent. Students will develop confidence in movement and test mental capacity through scoring and officiating games. They will develop the fundamental principles of play when replicating core skills and movement needed including; forehand, backhand, clear, serves, smashes and drop shots. Students will be expected perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. They will be encouraged to devise new strategies to beat and outwit opponents. Students should be able to recognise the importance of responding to changing situations within a game. This decision making process should influence movement of the shuttle around the court using a variety of core skills |
| Next Steps | This unit links to Badminton in Y9 and onto OCR Sports Studies in Y10 and Y11. In Y9 students will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Serve, overhead shot, smash shot, drive shot, backhand, forehand, net shot, fake, overhead clear, tramlines, court, partner, back court, front court, middle t position, ready position, stance, space, area, available, estimate, major, respond, vary. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE http://www.badminton-information.com/badminton-drills.html https://www.thebadmintonguide.com/badminton-drills/ |
| Enrichment opportunities | Join the lunch time badminton club. Try and join the school badminton team and play against other local schools. Play in the inter house Badminton competitions. Contact Stanley Park Sports Centre to attend out of school badminton club on a Saturday morning at the Centre. |

Year 8 - Half Term 1 and 2 - Football

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. In Y7 students will have played a variety of conditioned games during small sided matches and developed further the basic fundamentals of football skills. |
| What will I learn? | In this unit students will focus on further developing and applying basic core skills for Football. In all game activities, pupils will think about how to use more complex skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. They will also develop more complex physical literacy and body movement competence. Students will develop physical literacy by demonstrating more complex movements including running with the ball and coordination based on techniques with fluency and control. They will execute core skills by using advanced techniques in a small sided game and will pass and receive with control and accuracy. Students will outwit opponents in competitive situations by showing tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing an understanding of rules sometimes following the lead from others. |
| Next Steps | This unit links to Y8, Y9, Y10 and Y11 football units. In Y9 Students will demonstrate advanced movements and using advanced techniques with fluency and control. Students in Y10 will be given the opportunity to officiate and coach small groups and understand the importance of teamwork and decision making. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation, intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moodle – PE https://www.soccercoachweekly.net/soccer-drills-and-skills/ https://www.professionalsoccercoaching.com/soccer/football-drills |
| Enrichment opportunities | Represent the school Football team at local competitions. Speak to your PE teacher if you are interested. Fleetwood Town Junior Football Club – Ask PE staff for information. Thornton Juniors Football Club – Ask PE staff for information. |

Year 8 – Half Term 1 and 2 Health & Fitness

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| Prior Learning | At Key Stage 2 students will have experienced some fitness activities that would have tested their physical capability. In Y7 students will have had experienced using the fitness machines. They will have developed sound health and safety knowledge when exercising and using the machines. Students will be able to use a range of health and fitness terminology, lead simple warm ups and cool downs and demonstrate a range of fitness activities testing heart rates. |
| What will I learn? | In Y8 students will extend their knowledge and understanding of fitness activities and how to develop an accurate replication of the required techniques. They should be able to understand that different events demand different components of fitness and be able to adapt to the set task by differentiating gradients and speeds. Students will develop and refine skills in order to complete fitness challenges suited to their ability levels. They will start to evaluate the use of body parts to gain an improvement in their technique of physical movements. Students will gain an understanding of the idea that different types of activities require different type of fitness. They will be introduced to OCR Sports Studies terms- i.e. health related fitness components. Students will know how to prepare and recover from exercise safely and effectively and will gain an understanding of the principles used. |
| Next Steps | This unit links to Fitness in Y9, Y10 and Y11 and onto maintaining a good level of health and fitness Post 16. Y9 students will develop the skills necessary to compete in a number of fitness based challenges and gain a baseline experience at a range of activities that involves sustained physical work. In Y10 students will be encouraged to develop replication and performance through a range of fitness activities. They will work in groups and take on a range of roles and responsibilities. |
| Personal Development | Health benefits by participating in aerobic and anaerobic exercise, both mentally and physically. This will include an understanding of the anatomy behind heart rates and the basic reasoning for this. Mental capacity when recording heart rate values and BMI and understanding the meaning of each. Leadership opportunities when coaching partners and creating simple training programmes. |
| Key vocabulary | Warm up, cool down, heart rate, BMI, Dynamic stretching, pace, speed, power, recovery, fatigue and lactic acid, Cooper Test, training programmes, anaerobic, aerobic, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Challenge performances and fitness test results recorded. |
| Resources to use | CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/ |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. YMCA Fleetwood - ESPLANADE, Fleetwood FY7 6HF YMCA Thornton - Victoria Rd E, Thornton-Cleveleys FY5 3SX |

Year 8 - Half Term 3 and 4 – Cross Country

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| Prior Learning | At KS2 students will have explored Cross Country activities. They will have started to develop basic knowledge of the principles of sustained running. Worked in small teams in a variety of challenges and adopted rules for cross country activities. Y7 students will have accurately replicated running skills for cross country events in order to improve performances. |
| What will I learn? | In this unit, students will begin to use knowledge of Cross Country events, strategies and techniques to develop and enhance replication and performance. They will develop their understanding of fitness and its relationship to Cross Country performance. Students will perform and improve running skills and personal bests in relation to speed and distance covered. They will develop confidence in movement and challenge mental capacity. Students will develop the skills necessary to compete and achieve in a number of Cross Country events. They will gain further experience at running disciplines and the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed. Students will be given opportunities to coach other students or small groups, which will develop communication, leadership and decision making skills. They will further develop and refine skills and tactical decisions in order to run a specific distance over a particular terrain. Students will evaluate the use of body parts to gain an improvement in replicated cross country technique. They will have to adapt and refine these strategies to the need of a cross country event, which will encourage the ability to become a reflective learner. |
| Next Steps | This unit links to Cross Country in Y9 and to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9 students will be encouraged to plan and implement strategies in cross country events. In Y10 and Y11 students will develop advanced cross country skills and show confidence when taking part in Cross Country events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Warm up, Cool down, Leg drive, Sprint, Pacing, Speed, Recovery, Fatigue, kilometre available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandathletics.org/athletics-and-running/athletics-disciplines/cross-country/ https://bwfac.co.uk/cross-country/ https://www.youtube.com/watch?v=MyzJMwVLV0o |
| Enrichment opportunities | Fleetwood Parkrun https://www.parkrun.org.uk/fleetwoodpromenade/ Blackpool Parkrun https://www.parkrun.org.uk/blackpool/ |

Year 8 - Half Term 3 and 4 - Basketball

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Taken on different roles within the game like attack and defence. In Y7 students focused on improving and applying basic core skills for Basketball. |
| What will I learn? | In this unit students will focus on developing team attacking and defending strategies and techniques. They will select and apply core basketball skills using them tactically with the intention of outwitting their opponents. Students will gain an improved knowledge of small sided competitive games and rules that underpin the game. They will further develop the fundamental principles of play when selecting and replicating core skills and movements needed including. Passing, Receiving, outwitting defenders, Dribbling, and shooting. Development and assessment of progress is through small sided games and conditional situations. Students will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. They will have opportunities to play a variety of roles within a team (defender, attacker, and referee). |
| Next Steps | This unit links to Basketball Y9 and Y10. In Y9 they will further develop an understanding of basic games rules, play a number of roles and physically exert themselves throughout. Students in Y10 will prepare tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other and improve as a team. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Principles of attack and defence, finding space, lay-ups, changing speed, marking, covering, delaying, moving feet, watching the ball, rebound, following through, assess, assume, concept, establish, identify, involve and assist |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://ebasketballcoach.com/ https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ |
| Enrichment opportunities | Join the after school basketball club. Speak to your PE teacher Play in the inter form Basketball competitions. Contact Blackpool Sixth Form to attend weekend sessions. Watch The Last Dance on Netflix. |

Year 8 - Half Term 3 and 4 - Orienteering

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| Prior Learning | At KS2 students will have explored OA activities. They will have started to develop basic knowledge of the principles of team building and map reading. Worked in small teams in a variety of roles and adopted rules for modified OA activities. Y7 students will focus on developing and using new skills and techniques in a variety of environments. |
| What will I learn? | In this unit students will extend and improve communication and teamwork skills in a variety of situations. Students further develop their ability to respond effectively to problems and physical challenges using the cooperation of others. To stimulate a mental challenge using personal, learning and thinking skills throughout. Students will develop and refine skills and tactical decisions in order to complete a given task. They will have to evaluate team dynamics to gain an improvement in performance. Students will be encouraged to become reflective learners, to show and develop effective communication and leadership skills. They will discuss and make decisions based on judgments and thought processes. Students will be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. They will develop mental capacity through problem solving and map reading exercises. |
| Next Steps | This unit links to OAA in Y9 and finally to OCR Sports Studies and in particular unit RO53 – Leadership in Sport. In Y9 students will be encouraged to plan and implement strategies in OAA events. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating OAA events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Trust, partnership, problem solving, strengths and weaknesses, communication, praise, constructive feedback, leadership and teamwork, cooperation, physical challenge, planning and preparation, success, priorities, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.britishorienteering.org.uk/school_games https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf https://betterorienteering.org/teaching/ |
| Enrichment opportunities | Explorer Orienteering at The Mount, The Esplanade, Fleetwood, Lancashire, FY7 6EZ Speak to our schools OAA instructor for more details about OAA in and around Fleetwood https://www.outdooreducationnw.co.uk/ |

Year 8 - Half Term 3 and 4 – Boxing Fitness

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| Prior Learning | At KS2 students will have explored some fitness activities that had tested their physical capacity. They will have followed simple warm up and cool downs. Some students might have experienced boxing type activities within other combat sports. Y7 students will have been encouraged to develop replication and performance through a range of boxing fitness activities. |
| What will I learn? | In this unit students will be encouraged to experience specific boxing fitness based skills in a range of different routines. To further develop an ability to evaluate and assess movements and techniques to produced refined outcomes. Students will further investigate ways of warming up and the importance of health through completion of boxing fitness tasks. Students will develop confidence in movement and test mental capacity through linked heart rate to boxing. Students will develop punching skills necessary to perform in a number of boxing fitness based routines. They will develop an experience of a range of routines that involves sustained physical work. In all routines, demonstration of accurate technique, depth of understanding and related performance will be assessed. Students will develop and refine punches and movements in order to complete set tasks. They will evaluate the use of body parts to gain an improvement in replicated technique and apply strategies for effective performance. Adapt & refine these strategies to suit the activity. Students will lead warm ups, which will aim to develop communication skills. |
| Next Steps | This unit links to boxing fitness in Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop boxing fitness skills further and should be able to perform a range of boxing skills in isolation and under increased fatigue. In Y9 students will be encouraged to plan and implement boxing fitness routines. In Y10 and Y11 students will develop advanced boxing fitness skills and show confidence when leading boxing fitness routines. Y11 students will learn about maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Fitness Training and Programming for Health, Sport and Well-being. Boxing clubs within the community will be highlighted and students will be signposted to health and fitness opportunities open to young people post 16. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new workouts. Leadership opportunities within group work. Leadership opportunities within planning and managing boxing fitness routines. Communication with group members. |
| Key vocabulary | Warm up, Cool down, Heart rate, combination, guard, pads, gloves, Jab, Hook, Cross, Upper Cut, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandboxing.org/get-involved/boxing-for-fitness/ https://www.youtube.com/watch?v=jCTEVKRTuS8 https://www.youtube.com/watch?v=xSUXMwgZ3z0 |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local boxing fitness clubs and contact details. |

Year 8 - Half Term 5 and 6 – Athletics

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| Prior Learning | In Y7 students will have covered the basic skills in all three key areas of athletics. They will have gained knowledge of personal running, throwing and jumping with personal best times and distances recorded. Students will have developed an awareness of their strengths and limitations and have a sound understanding of the health and safety regulations for each activity. |
| What will I learn? | In this unit students will focus on extending their athletics knowledge further from the work covered in Y7. Students will develop their athletic skills and accurately replicate techniques and skills of sprinting, sustained running, jumping and throwing. They will cover the demands needed in a competitive competition and events. Students will specifically look at skill types. They will be able to describe the elements of an effective running, jumping and throwing style, analyse and feedback to help improve performances. Students will confidently be able to prepare for exercise safely and correctly to suit the activity they are covering. They will be able to recognise that different types of activities require different types of fitness and gain some understanding of the physics of speed, linear motion, angles and drag. Students will develop mental capacity when recording and calculating times and distances. |
| Next Steps | This unit links to athletics in Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9, students will be encouraged to plan and implement strategies in athletics events. In Y10 students will develop advanced running, jumping and throwing skills and show confidence when taking part in athletics events. |
| Personal Development | Health benefits by participating in aerobic and anaerobic exercise. Leadership opportunities with partners and in small groups. Responsibility by timing and recording events and making decisions whilst on the track. Verbal communication and visual feedback. Mental preparation when faced with a stressful and competitive situations. |
| Key vocabulary | Recovery, Fatigue, Lactic acid, Power, linear motion, angles, drag, agility, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Timed results will be recorded. |
| Resources to use | CAHS –Moodle-PE www.englandathletics.co.uk www.englandathletics.org |
| Enrichment opportunities | Represent the school athletics team at local competitions. Speak to your PE teacher if you are interested. Attend Blackpool, Wyre & Fylde Athletics Club Training sessions. Contact... www.bwfac.co.uk There is a link on the home page explaining how to become a member with applications forms and annual fee's. https://www.youtube.com/watch?v=sPWqimEgXO8 https://www.youtube.com/watch?v=teS7o-kR0aY https://www.youtube.com/watch?v=jcl8Te2W2n0 |

Year 8 - Half Term 5 and 6 - Tennis

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. Worked in small teams in a variety of roles and adopted rules for modified striking and fielding games activities. In Y7 students will have replicated the core skills necessary to outwit opponents. |
| What will I learn? | In this unit students will focus on consistently replicating core skills through conditioned situations. Students will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. They will develop confidence in movement and test mental capacity through scoring and officiating games. Students should be ready to respond to a changing environment and adapt thought process as a result. Students will be faced with strategic and tactical decisions based on the movement of the ball around the table using a variety of spin & skill execution. To develop communication and decision making skills as a doubles pair. Students should begin to compare own performance to that of previous units of work and make effective evaluations of strengths and weaknesses. They will develop a capacity to self-assess with the aid of video analysis. Development of analytical skills using the correct terminology to describe findings. |
| Next Steps | This unit links to tennis in Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Push, service, slice, topspin, sidespin, angles, trajectory, forehand, backhand, smash, reaction time, coordination, officiating/umpiring, anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.lta.org.uk/play-compete/getting-started https://www.lta.org.uk/play-compete/getting-started/information-for-parents/ https://www3.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ |
| Enrichment opportunities | Represent the school Tennis team at local competitions. Speak to your PE teacher if you are interested. Attend Thornton Tennis Club Training sessions. Website www.thorntonlawntennisclub.co.uk |

Year 8 - Half Term 5 and 6 - Cricket

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. In Y7 students will have will worked on improving the quality of replication with the intention of outwitting opponents. |
| What will I learn? | In this unit students focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. They will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent. Students will develop confidence in movement and test mental capacity through scoring and officiating games. Continual development and adaptation of skills will contribute to producing an improved performance. Students will develop the fundamental principles of play when replicating core skills and movement needed including; Batting, bowling and fielding. They will be expected to perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. Students will develop the ability to perform intense physical activity in the form of cricket games and to develop a more detailed understanding of terminology, rules and umpire signals during a competitive game situation. |
| Next Steps | This unit links to Cricket in Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Stance, body position, follow-through, front foot, line and length, attacking and defensive strokes, wide, no ball, bowling, boundaries, officiating/umpiring & anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.ecb.co.uk/play http://www.surreycricketfoundation.org/page/ecbca---surrey/coach-development/practices-and-drills-1917/ |
| Enrichment opportunities | Represent the school Cricket team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Cricket Club Training sessions. Go and watch a Cricket game at Fleetwood CC – Broadwater, FY7 8AS Go and watch a Cricket game at Old Trafford – Talbot Rd, Old Trafford, Stretford, Manchester M16 0PX |

Year 9 - Half Term 1 and 2 - Rugby

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. In Y8 students will have developed an understanding attacking and defending strategies and replicating techniques required in competitive games. Students have been encouraged to think about use of core skills (passing, running with ball, talking and kicking) as part of strategies to outwit the opposition. |
| What will I learn? | In this unit students will focus on implementing and refining core skills as a team and as individuals to outwit opponents. Teams will be expected to plan strategies and implement them in competitive games. Development of decision making skills will be encouraged through game play. Students should independently be able to score and officiate games and physically exert themselves throughout. Students will have opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Students will learn to identify and recognise different principles of attack and defence. Pupils will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Students will be able to understand the concept of rugby and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Pupils will develop capacity to self-assess, assess others and to coach. |
| Next Steps | This unit links to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 students will be encouraged to plan and implement strategies in competitive games. They will also be expected to attempt more advanced skills in isolation and under pressure. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Leadership opportunities from officiating and organising competitions. Communication with team mates and group members. |
| Key vocabulary | Point of Attack, Defensive line, Tackling, Scrumming, Rucking, Kicking, Possession, Support play, Line out, play the ball, delaying, anticipation and intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandrugby.com/participation/coaching/coach-resources https://www.rugbycoachweekly.net/rugby-drills-and-skills/ |
| Enrichment opportunities | Represent the school Rugby team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Rugby Club Training sessions. https://www.pitchero.com/clubs/fleetwood Go and watch a Rugby game at Fleetwood RUFC – Melbourne Ave, FY7 8AY Go and watch a Rugby game at Sale Sharks – AJ Bell Stadium, 1 Stadium Way, M30 7EY |

Year 9 - Half Term 1 and 2 - Badminton

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| Prior Learning | At KS2 we would assume that students will have developed a simple understanding for outwitting opponents during net/court games. They will have knowledge of and applied modified rules in similar net/court games or mini-versions of badminton. In Y7 students focused on identifying different areas of the court and be able to move between these areas using a variety of techniques. Y8 students will have developed a good understanding for outwitting opponents during net/court games and will have experienced playing in a team on a full court and worked cooperatively as a pair. |
| What will I learn? | In this unit students will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. They will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Student should independently be able to score and officiate badminton games. They will be able to understand how physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Students will further develop a more detailed understanding of singles and doubles rules during competitive game situations. Student's mental capacity will be challenged through the development of effective tactics. They will be able to highlight badminton based fitness and the necessary components of fitness needed. i.e. coordination, reaction time. Students will need to explain the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. |
| Next Steps | This unit links to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 students will be encouraged to plan and implement strategies in competitive games. They will also be expected to attempt more advanced skills in isolation and under pressure. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Serve, overhead shot, smash shot, drive shot, backhand, forehand, net shot, fake, overhead clear, tramlines, court, partner, back court, front court, middle t position, ready position, stance, space, area, available, estimate, major, respond, vary. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE http://www.badminton-information.com/badminton-drills.html https://www.thebadmintonguide.com/badminton-drills/ |
| Enrichment opportunities | Join the lunch time badminton club. Try and join the school badminton team and play against other local schools. Play in the inter house Badminton competitions. Contact Stanley Park Sports Centre to attend out of school badminton club on a Saturday morning at the Centre. |

Year 9 - Half Term 1 and 2 - Football

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. In Y7 students will have played a variety of conditioned games during small sided matches and developed further the basic fundamentals of football skills. Y8 students will have learned to make informed decisions during small sided games and plan attacking principles. |
| What will I learn? | In this unit pupils will focus on further developing and applying advanced core skills for Football. In all game activities, pupils will think about how to use advanced skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. They will also develop advanced physical literacy and body movement competence. Students will develop physical literacy by demonstrating advanced movements including evading opposition players with the ball, and using advanced techniques with fluency and control. They will execute core skills by using advanced techniques in a small sided game and will pass and receive with control & accuracy. Students will outwit opponents in competitive situations by showing advanced tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop advanced knowledge of the game rules by showing a understanding of rules sometimes following the lead from others. |
| Next Steps | This unit links to Football in Y10 and on to Y11, in particular to OCR Sports Studies unit Developing Sports Skills. Football clubs within the community will be highlighted and students will be signposted to coaching and refereeing awards that are open to young people post 16. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation and intercepting, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moodle – PE https://www.soccercoachweekly.net/soccer-drills-and-skills/ https://www.professionalsoccercoaching.com/soccer/football-drills |
| Enrichment opportunities | Represent the school Football team at local competitions. Speak to your PE teacher if you are interested. Fleetwood Town Junior Football Club – Ask PE staff for information. Thornton Juniors Football Club – Ask PE staff for information. |

Year 9 – Half Term 1 and 2 Health & Fitness

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| Prior Learning | At Key Stage 2 students will have experienced some fitness activities that would have tested their physical capability. In Y7 students will have had experience using the fitness machines. They will have developed sound health and safety knowledge when exercising and using the machines. In Y8 students experienced using a range of OCR terminology. They will have experienced leading their own warm ups and cool downs. Students will have demonstrated a range of fitness activities testing their physical capacity. |
| What will I learn? | In Y9 students experience more intense fitness activities and develop an accurate replication of the required techniques. Students will develop the skills of sustained running and skill replication over a set time. They should start to understand that different events demand different components of fitness and be able to adapt to the set task. Students will be able to refine skills in order to complete a range of fitness challenges. They will have to evaluate the use of body parts to gain an improvement in their technique of various physical movements. Students will be encouraged to use the outcome of the fitness challenges to encourage reflective learning. Leading small groups will further develop their communication skills. Students will learn how to plan specific training programmes for individuals and learn how to adapt depending on results and progress made. |
| Next Steps | This unit links to Fitness in Y10 and Y11 and onto maintaining a good level of health and fitness Post 16. In Y10 students will be encouraged to develop replication and performance through a range of fitness activities. They will work in groups and take on a range of roles and responsibilities. |
| Personal Development | Health benefits by participating in aerobic and anaerobic exercise, both mentally and physically. This will include an understanding of the anatomy behind heart rates and the basic reasoning for this. Mental capacity when recording heart rate values and BMI and understanding the meaning of each. Leadership opportunities when coaching partners and creating simple training programmes. |
| Key vocabulary | Warm up, cool down, heart rate, BMI, Dynamic stretching, pace, speed, power, recovery, fatigue and lactic acid, Cooper Test, training programmes, anaerobic, aerobic, cardiovascular, respiratory, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Challenge performances and fitness test results recorded. |
| Resources to use | CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/ |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. YMCA Fleetwood - ESPLANADE, Fleetwood FY7 6HF YMCA Thornton - Victoria Rd E, Thornton-Cleveleys FY5 3SX |

Year 9 - Half Term 3 and 4 – Cross Country

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| Prior Learning | At KS2 students will have explored Cross Country activities. They will have started to develop basic knowledge of the principles of sustained running. Worked in small teams in a variety of challenges and adopted rules for cross country activities. Y7 students will have accurately replicated running skills for cross country events in order to improve performances. In Y8 students began to use knowledge of Cross Country events, strategies and techniques to develop and enhance replication and performance. |
| What will I learn? | In this unit, students will further enhance replication and performance across Cross Country tasks and challenges. They will gain a more detailed understanding of fitness and its effect on performance. Students will focus on planning, preparing for and competing in a range of Cross Country competitions. They will perform core skills and record personal and collective bests. Students will develop knowledge of the immediate effects of Cross Country and physically exert themselves throughout. They will understand why regular exercise has a positive effect on their own health, fitness and social well-being. Students will be able to suggest any athletics clubs within the school timetable and have community links promoted. They will highlight Cross Country events and the relevant components of fitness needed. Students will gain knowledge of the nature of Cross Country and make effective evaluations of strength and weaknesses in their own and others performances. They will be able to use information gained from analysis of performance to influence and improve techniques. |
| Next Steps | This unit links to Cross Country in Y10 and Y11 and on to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 and Y11 students will develop advanced cross country skills and show confidence when taking part in Cross Country events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Warm up, Cool down, Leg drive, Sprint, Pacing, Speed, Recovery, Fatigue, kilometre available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandathletics.org/athletics-and-running/athletics-disciplines/cross-country/ https://bwfac.co.uk/cross-country/ https://www.youtube.com/watch?v=MyzJMwVLVOo |
| Enrichment opportunities | Fleetwood Parkrun https://www.parkrun.org.uk/fleetwoodpromenade/ Blackpool Parkrun https://www.parkrun.org.uk/blackpool/ |

Year 9 - Half Term 3 and 4 - Basketball

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Taken on different roles within the game like attack and defence. In Y7 students focused on improving and applying basic core skills for Basketball. Y8 students had the opportunity to select and apply core basketball skills using them tactically with the intention of outwitting their opponents. |
| What will I learn? | In this unit students will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Students will be expected to understand basic games rules, play a number of roles and physically exert themselves throughout. They will be able to understand that physical warm ups aid as a useful fitness tool in developing and testing ones physical capacity. Students will develop the ability to perform sustained physical movements as part of small sided game activities. They will become more competent in applying and maintaining basketball rules and roles in a game situation and be able to understand the concept of attack and make effective evaluations of strengths and weaknesses of a team's performance. |
| Next Steps | This unit links to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 students will be encouraged to plan and implement strategies in competitive games. They will also be expected to attempt more advanced skills in isolation and under pressure. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Principles of attack and defence, finding space, lay-ups, changing speed, marking, covering, delaying, moving feet, watching the ball, rebound, following through, assess, assume, concept, establish, identify, involve and assist |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://ebasketballcoach.com/ https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ |
| Enrichment opportunities | Join the after school basketball club. Speak to your PE teacher Play in the inter form Basketball competitions. Contact Blackpool Sixth Form to attend weekend sessions. Watch The Last Dance on Netflix. |

Year 9 - Half Term 3 and 4 – Orienteering

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| Prior Learning | At KS2 students will have explored OA activities. They will have started to develop basic knowledge of the principles of team building and map reading. Worked in small teams in a variety of roles and adopted rules for modified OA activities. Y7 students will focus on developing and using new skills and techniques in a variety of environments. Y8 students extended and improved communication and teamwork skills in a variety of situations. |
| What will I learn? | In this unit students will extend and improve communication and teamwork skills in a variety of situations. Students further develop their ability to respond effectively to problems and physical challenges using the cooperation of others. To stimulate a mental challenge using personal, learning and thinking skills throughout. Students will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances. There will appropriate questioning on teaching points of the skills and processes developed as individuals and teams. Students will have to suggest alternative approaches used and try out different approaches to achieve the desired outcome. Students will have to highlight the benefits of OAA based events and the importance of being healthy and active. They will understand the implications of heart rate and have to recall large muscle group names. Students will suggest any OAA events within the school timetable and promote community links in order to understand the type of fitness gained from partaking in OAA based activities. |
| Next Steps | This unit links to OAA in Y10 and Y11 and finally to OCR Sports Studies and in particular unit RO53 – Leadership in Sport. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating OAA events. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Trust, partnership, problem solving, strengths and weaknesses, communication, praise, constructive feedback, leadership and teamwork, cooperation, physical challenge, planning and preparation, success, priorities, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.britishorienteering.org.uk/school_games https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf https://betterorienteering.org/teaching/ |
| Enrichment opportunities | Explorer Orienteering at The Mount, The Esplanade, Fleetwood, Lancashire, FY7 6EZ Speak to our schools OAA instructor for more details about OAA in and around Fleetwood https://www.outdooreducationnw.co.uk/ |

Year 9 - Half Term 3 and 4 – Boxing Fitness

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| Prior Learning | At KS2 students will have explored some fitness activities that had tested their physical capacity. They will have followed simple warm up and cool downs. Some students might have experienced boxing type activities within other combat sports. Y7 students will have been encouraged to develop replication and performance through a range of boxing fitness activities. Students in Y8 will have further developed punching skills and applied them with a range of fitness boxing routines. |
| What will I learn? | In this unit students will further develop specific boxing fitness based skills in a range of different boxing fitness challenges. They will improve the ability to evaluate and refine movements. Students will further investigate ways of warming up and the importance of health through completion of boxing fitness activities. Students will develop knowledge of the immediate effects of exercise and physically exert themselves throughout. They will gain knowledge of the nature of boxing fitness based activities and make effective evaluations of strengths and weaknesses in their own and others punches and overall performances. Students will use peer assessment whilst working with a partner on the pads whilst having other students perform the students bespoke boxing fitness sessions. Success criteria conveyed through pupil or teacher modelling will allow students to make progress. Students will highlight the possible health benefits gained from taking part in boxing fitness based activities and be able to discuss the need to stay healthy and active. They will understand the nature of heart rate before, during and after exercise and be able to name large muscle groups and specific boxing fitness routines. |
| Next Steps | This unit links to boxing fitness within KS4 fitness sessions and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 and Y11 students will develop advanced boxing fitness skills and show confidence when leading boxing fitness routines. Y11 students will learn about maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Fitness Training and Programming for Health, Sport and Well-being. Boxing clubs within the community will be highlighted and students will be signposted to health and fitness opportunities open to young people post 16. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new workouts. Leadership opportunities within group work. Leadership opportunities within planning and managing boxing fitness routines. Communication with group members. |
| Key vocabulary | Warm up, Cool down, Heart rate, combination, guard, pads, gloves, Jab, Hook, Cross, Upper Cut, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.englandboxing.org/get-involved/boxing-for-fitness/ https://www.youtube.com/watch?v=jCTEVKRTuS8 https://www.youtube.com/watch?v=xSUXMwqZ3z0 |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local boxing fitness clubs and contact details. |

Year 9 – Half Term 5 and 6 – Athletics

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| Prior Learning | In Y7 students will have covered the basic skills in all three key areas of athletics. They will have gained knowledge of personal running, throwing and jumping with personal best times and distances recorded. In Y8 students will have developed more advanced skills in all three key athletic areas. They will have experienced sprinting, pacing, throwing and jumping and be fully aware of strengths and limitations. Students will have started to apply strategies in competitive situations. |
| What will I learn? | In this unit students will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. They will further develop the skills of sprinting, sustained running, throwing and jumping using advanced tactics to improve scores. They will study that different events demand different skill types and be able to adapt their skills to the needs of the event. Students will be able to describe and analyse the elements of effective running, jumping and throwing styles. They will be provided opportunities to coach individual pupils or small groups and feedback to help adapt and refine technique and performance. Students will evaluate the use of body parts to gain an improvement in replicated techniques. They will prepare and recover from exercise safely using the principles of warming up and cooling down. |
| Next Steps | This unit links to athletics in Y10 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 students will develop advanced running, jumping and throwing skills and show confidence when taking part in athletics events. |
| Personal Development | Health benefits by participating in aerobic and anaerobic exercise. The benefits mentally and physically. Leadership opportunities when coaching partners and small groups. Responsibility by timing and recording events and making decisions whilst on the track. Verbal communication and visual feedback. Mental preparation when faced with a stressful and competitive situation. |
| Key vocabulary | Warm up, Cool down, Leg drive, Sprint ,Pacing, Speed, Take off, Flight, Landing, Recovery, Fatigue, Lactic acid, Power, coordination, agility, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Timed results will be recorded. |
| Resources to use | CAHS –Moodle-PE www.englandathletics.co.uk www.englandathletics.org |
| Enrichment opportunities | Represent the school athletics team at local competitions. Speak to your PE teacher if you are interested. Attend Blackpool, Wyre & Fylde Athletics Club Training sessions. Contact... www.bwfac.co.uk There is a link on the home page explaining how to become a member with applications forms and annual fee's. https://www.youtube.com/watch?v=sPWqimEgXO8 https://www.youtube.com/watch?v=teS7o-kR0aY https://www.youtube.com/watch?v=jcL8Te2W2n0 |

Year 9 - Half Term 5 and 6 - Tennis

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. Worked in small teams in a variety of roles and adopted rules for modified striking and fielding games activities. In Y7 students will have replicated the core skills necessary to outwit opponents. Students in Y8 focussed on developing the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. |
| What will I learn? | In this unit students will focus on consistently replicating core skills through competitive situations. Students will develop the ability to land the ball in a target area and refining game tactics with the intention to improving personal best. Students will be expected to understand the games rules, accurately score/officiate and physically exert themselves throughout. They will learn how physical warm ups aid as a useful fitness tool in developing and testing their physical capacity. Students will develop the ability to perform sustained physical movements as part of game activities. Students will become more competent in applying and maintaining tennis rules and understanding of specific terminology. They will learn to prepare for and recover from exercise safely. Students will develop a deeper understanding of stretches for all major muscle groups and those specific to tennis. They will be able to highlight the long term health benefits gained from taking part in tennis based activities. Students will be able to suggest any clubs within the school timetable and in the community in which they could attend. |
| Next Steps | This unit links to tennis in Y10 and Y11 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Push, service, slice, topspin, sidespin, angles, trajectory, forehand, backhand, smash, reaction time, coordination, officiating/umpiring , anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.lta.org.uk/play-compete/getting-started https://www.lta.org.uk/play-compete/getting-started/information-for-parents/ https://www3.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ |
| Enrichment opportunities | Represent the school Tennis team at local competitions. Speak to your PE teacher if you are interested. Attend Thornton Tennis Club Training sessions. Website www.thorntonlawntennisclub.co.uk |

Year 9 - Half Term 5 and 6 - Cricket

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. In Y7 and Y8 students will have worked on improving the quality and accuracy of replication with the intention of outwitting opponents. |
| What will I learn? | In this unit students will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Students will work on improving the skill of outwitting opponents as a batter and bowler. They will develop decision making skills and this will be encouraged through game play. Students should independently be able to score and officiate cricket games. Physical warm ups aid as a useful fitness tool in developing students physical capacity. Student's mental capacity will be challenged through development of effective tactics. They will be encouraged to devise strategies to beat and outwit opponents. This will include information about speed of bowling delivery and judgment of bounce for batting. Students should be able to recognise the importance of responding to changing situations within a game. Cricket based fitness and the necessary components of fitness needed will be highlighted throughout the unit. Possible health benefits gained from taking part in physically demanding activities and discussions about how the need to stay healthy and active throughout life also form a major part of the work covered in this unit. |
| Next Steps | This unit links to Cricket in Y10 and Y11 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Stance, body position, follow-through, front foot, line and length, attacking and defensive strokes, wide, no ball, bowling, boundaries, officiating/umpiring & anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.ecb.co.uk/play http://www.surreycricketfoundation.org/page/ecbca---surrey/coach-development/practices-and-drills-1917/ |
| Enrichment opportunities | Represent the school Cricket team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Cricket Club Training sessions. Contact 01253-872132 or if you are interested. Go and watch a Cricket game at Fleetwood CC – Broadwater, FY7 8AS Go and watch a Cricket game at Old Trafford – Talbot Rd, Old Trafford, Stretford, Manchester M16 0PX |

Year 10 - Half Term 1,2,3 and 4 – Health and Fitness

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| Prior Learning | At KS2 students will have explored some fitness activities that had tested their physical capacity. In Y7 students developed the skills of sustained running and other fitness core skills. In Y8 students experienced using a range of OCR terminology, lead warm ups and group cool downs. and in Y9 students experienced more intense fitness activities and developed accurate replication of the required techniques. |
| What will I learn? | In this unit students will be encouraged to develop replication and performance through a range of fitness activities. They will work in groups and take on a range of roles and responsibilities. Students will evaluate and assess own and others technique to develop personal targets and to develop a deeper understanding about healthy lifestyles & fitness. Students will develop the skills necessary to compete in a number of fitness based events. They will develop and experience of a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performance will be assessed. |
| Next Steps | This unit links to Fitness in Y11 and onto maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Fitness Training and Programming for Health, Sport and Well-being. Fitness clubs within the community will be highlighted and students will be signposted to health and fitness opportunities open to young people post 16. Those students wanting to take further steps can access the Strength and Conditioning course at Myerscough College. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new workouts. Leadership opportunities within group work. Leadership opportunities within planning and managing workouts. Communication with group members. |
| Key vocabulary | Warm up, Heart rate, Cool down, Dynamic Stretching, Recovery, Oxygen debt, Methods of training, Cooper Run, Fatigue & Lactic acid, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/ https://www.womenshealth.com/ https://www.youtube.com/channel/UCw3_asTSehMF-MbF1cluGCw |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. YMCA Fleetwood - ESPLANADE, Fleetwood FY7 6HF YMCA Thornton - Victoria Rd E, Thornton-Cleveleys FY5 3SX |

Year 10 - Half Term 1,2,3 and 4 - Football

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. In Y7 students will have focused on replication of the fundamental skills required to perform at maximum levels in small sided games. In Y8 they experienced a range of skill variations with intent to outwit the opposition. During Y9 students focused on developing, implementing and refining team and individual game plans to outwit opponents. |
| What will I learn? | In this unit students will be given the opportunity to officiate and coach small groups and understand the importance of teamwork and decision making. Core skills will be further developed & refined and use to outwit opponents in competitive games. Students will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. They will develop a deeper understanding about healthy lifestyles. Students will understand the type of training a football player will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16. Students will further develop mental capacity & creative thinking when devising new tactics. Skill development will be used as a way of advancing student physical capacity. Development of coaching roles and leading part of the session to gain communication and leadership skills play a large part in this unit. |
| Next Steps | This unit links to Football in Y11 and on to Post 16, in particular to BTEC Sports Studies Level 3 unit Practical Team Sports. Football clubs within the community will be highlighted and students will be signposted to coaching and refereeing awards that are open to young people post 16. Coaching and refereeing will develop a deeper understanding of football specific exercises and leadership skills. The Football coaching and Football studies courses at Myerscough College will develop these Football specific skills further. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new tactics. Leadership opportunities within group work. Leadership opportunities within coaching and refereeing opportunities. Communication with team mates and group members. |
| Key vocabulary | Set plays, formations, team tactics, pulse raisers, cool down, officiating, principles of play, outwitting an opponent, counter attacking and switching the play, administrate, community, culture, feature, impact and tradition. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE http://www.thefa.com/get-involved/referee/general-information/the-fa-basic-referee-training-course http://www.thefa.com/learning/courses/fa-level-1-in-coaching-football https://www.youtube.com/user/PerformanceFFT |
| Enrichment opportunities | Represent the school football team at local competitions. Speak to your PE teacher if you are interested. Attend football training of any of the local football teams. Speak to your PE teacher who will have a list of local clubs and contact details. Go and watch a Fleetwood Town game Highbury Stadium Park Avenue Fleetwood Lancashire FY7 6TX |

Year 10 - Half Term 1, 2, 3 and 4 - Basketball

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Taken on different roles within the game like attack and defence. In Y7 students focused on improving and applying basic core skills for Basketball. Y8 students had the opportunity to select and apply core basketball skills using them tactically with the intention of outwitting their opponents. In Y9 they showed an understanding of how physical warm ups aid as a useful fitness tool in developing and testing ones physical capacity. |
| What will I learn? | In this unit students will focus on building on core skills and applying them in pressurised situations in order to outwit opponents. They will prepare tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each and improve as a team. Students will be encouraged to develop a deeper understanding about healthy lifestyles and fitness. They will further develop mental capacity and creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Students will be given the opportunity to develop in a coaching role and leading part of the session to gain communication and leadership skills. They will develop advanced principles of play when replicating core skills of Passing, receiving, dribbling, lay ups and set shots. Development of these techniques will be tested through small sided games and conditional situations. Students will demonstrate high quality performances and accurate replication throughout. They will develop a deeper understanding of dynamic stretches for all major muscle groups and experience the type of training a basketball player will use to improve fitness levels. |
| Next Steps | This unit links to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y11 students will be encouraged to plan and implement strategies in competitive games. They will also be expected to attempt more advanced skills in isolation and under pressure. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. The content covered in this unit links directly to the level 1 Basketball umpires course and unit 8 (physical preparation and lifestyle) of the BTEC level 3 Public Services course. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Principles of attack and defence, finding space, lay-ups, changing speed, marking, covering, delaying, moving feet, watching the ball, rebound, following through, assess, assume, concept, establish, identify, involve and assist |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://www.ducksters.com/sports/basketball.php https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ |
| Enrichment opportunities | Join the after school basketball club. Speak to your PE teacher Play in the inter form Basketball competitions. Contact Blackpool Sixth Form to attend weekend Basketball sessions. Watch The Last Dance on Netflix. |

Year 10- Half Term 1,2,3 and 4 – Dodgeball

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| Prior Learning | At KS2 students will have explored some adapted games activities that had tested their agility and accuracy. In Y7 students developed the skills of throwing and dodging within invasion and striking and fielding games. In Y8 students experienced using agility and sustained exercise to maintain skill levels and awareness and in Y9 students experienced more intense adapted games activities and developed accurate replication of the required techniques. |
| What will I learn? | In this unit students will be encouraged to develop replication and performance through a range of dodgeball activities. They will work in groups and take on a range of roles and responsibilities. Students will evaluate and assess own and others technique to develop personal targets and to develop a deeper understanding about the tactics and rules of dodgeball. Students will develop the skills necessary to compete in a number of dodgeball based events. They will develop and experience of a range of dodgeball activities that involves sustained awareness and agility. In all events, demonstration of accurate technique, depth of understanding and related performance will be assessed. |
| Next Steps | This unit links to Dodgeball in Y11 and onto lifelong competitive adapted sports at Post 16. In particular to BTEC Sports Studies Level 3 unit Leadership in Sport. Emerging sports clubs within the community will be highlighted and students will be signposted to leadership opportunities open to young people post 16. The work covered in this unit will link directly to the British Dodgeball Level 1 Coaching Award. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new tactics and plans to get the opposition out. Leadership opportunities within group work. Leadership opportunities within planning and managing teams to reach a common goal. Communication with group members. |
| Key vocabulary | Dodging, agility, blocking, duck, catching, live ball, dive, activation, dip, catch back, eliminated, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://britishdodgeball.org/resources/ https://www.youtube.com/watch?v=Spu6OIAZHUo |
| Enrichment opportunities | Get involved in leading interform dodgeball events, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local emerging sports clubs and contact details. |

Year 10 - Half Term 5 and 6 - Tennis

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of tennis. In Y7 students will have replicated the core skills necessary to outwit opponents. Students in Y8 focussed on developing the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. In Y9 students developed the ability to land the ball in a target area and refining game tactics with the intention to improving personal best. |
| What will I learn? | In this unit students will constantly be encouraged to develop the ability to outwit opponents using strategic placement of the ball using a range of shots showing control and consistency. They will continually develop their hand-eye coordination skills that will allow for a more frequent shot execution and this will be improved through increased amount of game play. Students will develop a deeper understanding of warm ups and dynamic stretches for all major muscle groups required or tennis. They will experience the type of training a tennis player will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16. Students will be given the opportunity to take on a coaching role and leading part of the session will help to improve mental capacity and gain communication and leadership skills. |
| Next Steps | This unit links to tennis to OCR Sports Studies and in particular unit R052 – Developing Sports Skills. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games. The content covered in this unit links directly to the level 1 Tennis line judge and umpires course and unit 8 (physical preparation and lifestyle) of the BTEC level 3 Public Services course. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Push, service, slice, topspin, sidespin, angles, trajectory, forehand, backhand, smash, reaction time, coordination, officiating/umpiring , anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://www.lta.org.uk/play-compete/getting-started https://www.lta.org.uk/play-compete/getting-started/information-for-parents/ https://www3.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ |
| Enrichment opportunities | Represent the school Tennis team at local competitions. Speak to your PE teacher if you are interested. Attend Thornton Tennis Club Training sessions. Website www.thorntonlawntennisclub.co.uk |

Year 10 - Half Term 5 and 6 - Cricket

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of fielding. Worked in small teams in a variety of roles and adopted rules for modified striking and fielding games activities. In Y7 students will have replicated the core skills necessary to outwit opponents. Students in Y8 focussed on developing the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. In Y9 students developed the ability to land the ball in a target area and refining game tactics with the intention to improving personal best |
| What will I learn? | In this unit students will focus on developing more advanced core skills and applying them in a competitive game in order to outwit opponents. They will develop the use of batting and bowling tactics. Students will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and offer advice to others in order to improve. To develop a deeper understanding about healthy lifestyles and fitness. Students will further develop mental capacity and creative thinking when devising new tactics. Skill development will be used as a way of advancing pupils physical capacity. Development of a coaching role and leading part of the session will help to improve mental capacity and gain communication and leadership skills. Students will develop a deeper understanding of dynamic stretches for all major muscle groups. They will experience the type of training a cricketer will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16. |
| Next Steps | This unit links to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. During the OCR Sports Studies course students will develop advanced decision making and show confidence when officiating competitive games. The content covered in this unit links directly to the level 1 Cricket umpires course and unit 8 (physical preparation and lifestyle) of the BTEC level 3 Public Services course. This unit also links to the Level 3 Cricket studies course at Myerscough and Cricket academy at Blackpool sixth form. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Stance, body position, follow-through, front foot, line and length, attacking and defensive strokes, wide, no ball, bowling, boundaries, officiating/umpiring & anticipation, available, role, involve, achieve and assist. |
| How and when will I be assessed? | In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. |
| Resources to use | CACHS – Moddle – PE https://www.ecb.co.uk/play http://www.surreycricketfoundation.org/page/ecbca---surrey/coach-development/practices-and-drills-1917/ |
| Enrichment opportunities | Represent the school Cricket team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Cricket Club Training sessions. Go and watch a Cricket game at Fleetwood CC – Broadwater, FY7 8AS Go and watch a Cricket game at Old Trafford – Talbot Rd, Old Trafford, Stretford, Manchester M16 0PX |

Year 11 - Half Term 1,2,3 and 4 – Health and Fitness

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| Prior Learning | At KS2 students will have explored some fitness activities that had tested their physical capacity. In Y7 students developed the skills of sustained running and other fitness core skills. In Y8 students experienced using a range of OCR terminology, lead warm ups and group cool downs and in Y9 and Y10 students experienced more intense fitness activities and challenges whilst developing accurate replication of the required fitness techniques. |
| What will I learn? | In this unit students will be encouraged to develop replication and performance through a range of fitness activities. They will work in groups and take on a range of roles and responsibilities. Students will evaluate and assess own and others technique to develop personal targets and to develop a deeper understanding about healthy lifestyles & fitness. Students will develop the skills necessary to compete in a number of fitness based events. They will develop and experience of a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performance will be assessed. |
| Next Steps | This unit links to Fitness after Y11 and onto maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Fitness Training and Programming for Health, Sport and Well-being. Fitness clubs within the community will be highlighted and students will be signposted to health and fitness opportunities open to young people post 16. Those students wanting to take further steps can access the Strength and Conditioning course at Myerscough College or the Personal Training (Gym Based Exercise) - Level 3 at Blackpool and Fylde College. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new workouts. Leadership opportunities within group work. Leadership opportunities within planning and managing workouts. Communication with group members. |
| Key vocabulary | Warm up, Heart rate, Cool down, Dynamic Stretching, Recovery, Oxygen debt, Methods of training, Cooper Run, Fatigue & Lactic acid, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/ https://www.womenshealth.com/ https://www.youtube.com/channel/UCw3_asTSehMF-MbF1cluGCw |
| Enrichment opportunities | Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. |

Year 11 - Half Term 1,2,3 and 4 - Football

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| Prior Learning | At KS2 students will have explored throwing and catching used a variety of balls modified game activities. In Y7 students will have focused on replication of the fundamental skills required to perform at maximum levels in small sided games. In Y8 they experienced a range of skill variations with intent to outwit the opposition. During Y9 and Y10 students focused on developing, implementing and refining team and individual game plans to outwit opponents. |
| What will I learn? | In this unit students will focus on developing more advanced core skills and replicate them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. They will develop their physical capacity with exercises related to football. Students will be able to recognise the importance of responding to changing situations within the game in attack and defence. They will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Students will have opportunities to referee and coach students or small groups. This continued development of the ability to take on a coaching role and leading part of a session will be provided in the right climate to challenge the student's leadership skills. Students will develop evaluation of performances giving constructive feedback and developing the ability to become a reflective learner. |
| Next Steps | This unit links to Football in Y12 and Y13 at FE Colleges. In particular to BTEC Sports Studies Level 3 unit Practical Team Sports. Football clubs within the community will be highlighted and students will be signposted to coaching and refereeing awards that are open to young people post 16. Coaching and refereeing will develop a deeper understanding of football specific exercises and leadership skills. The Football coaching and Football studies courses at Myerscough College will develop these Football specific skills further. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new tactics. Leadership opportunities within group work. Leadership opportunities within coaching and refereeing opportunities. Communication with team mates and group members. |
| Key vocabulary | Set plays, formations, team tactics, pulse raisers, cool down, officiating, principles of play, outwitting an opponent, counter attacking and switching the play, administrate, community, culture, feature, impact and tradition. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE http://www.thefa.com/get-involved/referee/general-information/the-fa-basic-referee-training-course http://www.thefa.com/learning/courses/fa-level-1-in-coaching-football https://www.youtube.com/user/PerformanceFFT |
| Enrichment opportunities | Represent the school football team at local competitions. Speak to your PE teacher if you are interested. Attend football training of any of the local football teams. Speak to your PE teacher who will have a list of local clubs and contact details. Go and watch a Fleetwood Town game Highbury Stadium Park Avenue Fleetwood Lancashire FY7 6TX |

Year 11 - Half Term 1, 2, 3 and 4 - Basketball

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| Prior Learning | At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Taken on different roles within the game like attack and defence. In Y7 students focused on improving and applying basic core skills for Basketball. Y8 students had the opportunity to select and apply core basketball skills using them tactically with the intention of outwitting their opponents. In Y9 they showed an understanding of how physical warm ups aid as a useful fitness tool in developing and testing ones physical capacity. In Y10 they prepared tournaments and competed in them. |
| What will I learn? | In this unit students will focus on building on core skills and applying them in games and physically demanding conditional drills. They will prepare tournaments and both officiate and compete in them. Students will work in groups taking on a range of roles and responsibilities to help each and improve as a team and to develop a deeper understanding about healthy lifestyles and fitness. Students will further develop the ability to outwit opponents and teams using advancing tactics. They will perform and replicate the core skills necessary in response to a changing environment and be able to identify space for themselves and others and will use this to advance a team forward. Students will create new defensive and attacking strategies to improve their team performance. They should be able to recognise the importance of responding to changing situations within the game in attack and defence and will be given opportunities to referee and coach pupils or small groups will develop communication and decision making skills. |
| Next Steps | This unit links to Basketball after Y11 and onto maintaining a good level of health and fitness Post 16. In particular to BTEC Sports Studies Level 3 unit Practical Team Sports. Basketball clubs within the community will be highlighted and students will be signposted to coaching opportunities open to young people post 16. The content covered in this unit links directly to the level 1 Basketball umpires course and unit 8 (physical preparation and lifestyle) of the BTEC level 3 Public Services course. This unit also links to the Basketball studies course at Myerscough and Basketball academy at Blackpool sixth form. |
| Personal Development | Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members. |
| Key vocabulary | Principles of attack and defence, finding space, lay-ups, changing speed, marking, covering, delaying, moving feet, watching the ball, rebound, following through, assess, assume, concept, establish, identify, involve and assist |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://www.ducksters.com/sports/basketball.php https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/ |
| Enrichment opportunities | Join the after school basketball club. Speak to your PE teacher Play in the inter form Basketball competitions. Contact Blackpool Sixth Form to attend weekend Basketball sessions. Watch The Last Dance on Netflix. |

Year 11- Half Term 1,2,3 and 4 – Dodgeball

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| Prior Learning | At KS2 students will have explored some adapted games activities that had tested their agility and accuracy. In Y7 students developed the skills of throwing and dodging within invasion and striking and fielding games. In Y8 students experienced using agility and sustained exercise to maintain skill levels and awareness and in Y9 students experienced more intense adapted games activities and developed accurate replication of the required techniques. In Y10 specific dodgeball techniques and tactics were developed and implemented through various dodgeball events. |
| What will I learn? | In this unit students will be encouraged to develop replication and performance through a range of dodgeball activities. They will work in groups and take on a range of roles and responsibilities. Students will evaluate and assess own and others technique to develop personal targets and to develop a deeper understanding about the tactics and rules of dodgeball. Students will develop the skills necessary to compete in a number of dodgeball based events. A focus on developing their own dodgeball games and events will allow the students to take on leadership roles and be creative with their rules and games. They will develop and experience of a range of dodgeball activities that involves sustained awareness and agility. In all events, demonstration of accurate technique, depth of understanding and related performance will be assessed. |
| Next Steps | This unit links to Dodgeball at Post 16 and onto lifelong competitive adapted sports. In particular to BTEC Sports Studies Level 3 unit Leadership in Sport. Emerging sports clubs within the community will be highlighted and students will be signposted to leadership opportunities open to young people post 16. The work covered in this unit will link directly to the British Dodgeball Level 1 Coaching Award. |
| Personal Development | Physical Health through physical activity. Mental health through creative thinking when devising new tactics and plans to get the opposition out. Leadership opportunities within group work. Leadership opportunities within planning and managing teams to reach a common goal. Communication with group members. |
| Key vocabulary | Dodging, agility, blocking, duck, catching, live ball, dive, activation, dip, catch back, eliminated, component, justify, maximise, specify, sufficient, valid, volume. |
| How and when will I be assessed? | In Core PE lessons there is a focus on high activity levels and enjoyment. Students will be assessed against the schools effort grade criteria. Core PE students will be given effort grades for each of the activities they take part in. |
| Resources to use | CACHS – Moddle – PE https://britishdodgeball.org/resources/ https://www.youtube.com/watch?v=Spu6OIAZHUo |
| Enrichment opportunities | Get involved in leading interform dodgeball events, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local emerging sports clubs and contact details. |