

Stone Hill School
Curriculum Plan 2019/20
Physical Education Year 9

Intent:
The structure of our P.E curriculum is divided into three main components.
Performance and skill enables all children to explore simple skills, copy and repeat simple actions with control and coordination. Then repeat simple actions with control and coordination to show varying skills, actions and ideas. All this is linked to activities and beginning to show some understanding of simple tactics.
Knowledge and analysis shows children can talk about and compare their own and peer assessed performance by suggesting improvements. Pupils will show an understanding of how to exercise safely and describe their body's feelings during activities.
Leadership and teamwork shows pupils can get equipment ready safely and explain the importance of a warmup. They can work in small groups and demonstrate two rules to keep safe.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1	1 -3	Target activities / Tag game Key Vocabulary: Precision Accuracy Aim Target Throwing Technique Effectiveness Applying Skills	<ul style="list-style-type: none"> To show precision and accuracy when throwing a ball at a target. To demonstrate a range of throwing techniques effectively. To be able to apply skills and knowledge learned when playing target activities in different situations. 	<p>Literacy – Reading: Look at pictures, reading with support/independently, ask and answer questions, give and listen opinion, develop vocabulary and infer information. Writing: Write with support/ independently, write for a purpose e.g. recording/measuring scores, act on feedback. Spoken Language: Communicate, speak coherently, take part in discussion, use new vocabulary and act on feedback for spoken language.</p> <p>Maths – Problem Solving skills: Visualisation, trial and improvement, making connections and comparisons. Functional skills/knowledge: Read analogue clock, read digital clock and use a timetable of events. Geometry/Position and Direction Skills/ Knowledge: Read and plot coordinates, know compass points, know positional language and follow directional instructions. Measurement Skills/ Knowledge: Estimate/ measure/record length and time, sequence events and know facts for length / time. Calculation Skills/ Knowledge: Addition and subtraction Number skills / Knowledge (including FDP): Read and write numbers up to/ with decimals. Statistics Skills/ knowledge: Draw and interpret tally charts.</p> <p>SMSC – Enjoy learning about themselves and others, use imagination, be creative, reflect on own success, recognise right and wrong e.g. techniques and tactics, socialise with other pupils and other people, volunteer, cooperate with others, demonstrate mutual respect and participate positively in sport.</p>
	3 - 8	Tag Rugby / Tag Games Key Vocabulary: Control Accuracy Possession Defending Attacking Demonstrate Tactical Spatial Awareness Strategies Situation Cooperation Fairness and Respect	<ul style="list-style-type: none"> To show ball control with intention and accuracy. To show an understanding of keeping possession/defending and attacking. To demonstrate tactical strategies when playing in a game situation. To show an understanding of spatial awareness. 	
Autumn 2	1 - 4	Football / Team Sports Key Vocabulary: Control Power Accuracy Agility Competence Kicking Track Receive Applying Possession Defending Attacking Technique Direction of travel Leadership Effectiveness Cooperation	<ul style="list-style-type: none"> To show ball control with power and accuracy when kicking the ball. To be able to track and receive a ball using their foot. To show an understanding of how to apply possession, defending and attack techniques with intention and direction. Show good leadership and effective participation. Communicate with team players. <p>Gatsby Benchmark 7</p>	

		Communication		
	4 - 7	<p>Team Building</p> <p>Fixtures – Play against another school for a tournament to apply skills and techniques learnt.</p> <p>Key Vocabulary: Team work Cooperation Motivation Effectiveness Demanding Peer and self-feedback Positive communication Analyse Competitive sports Perform Skill Tactics Techniques Fairness and respect</p>	<ul style="list-style-type: none"> To be able to play in a small 5 vs 5 game, supporting team players and giving positive comments. To give peer and self-feedback about performance levels. Social interaction in a competitive situation. Display knowledge of learned skills and tactical techniques. 	
Spring 1		<p>Fitness/Gymnastics</p> <p>Key Vocabulary: Gymnastics: Demonstrate Movement patterns in dance Flexibility Sequence Perform Balance Coordination</p> <p>Fitness: Fitness Strength Personal Fitness Components of fitness Measure Record Safety</p>	<ul style="list-style-type: none"> To identify and demonstrate some fitness components relating to skills. E.g., speed, agility, hand eye co-ordination, strength & flexibility. To independently measure and record their individual fitness levels. To understand how to safely use fitness equipment and put it away correctly. <p>Gatsby Benchmark 8</p>	
Spring 2		<p>Team Sports/Basketball</p> <p>Key Vocabulary: Applying Defending Tactical Technique Defending Skill Demonstrate Situation Cooperation</p>	<ul style="list-style-type: none"> To learn and apply a range of passing techniques. To develop tactical techniques for defending. To demonstrate skills based techniques in a game style situation. 	

		<p>Orienteering</p> <p>Key Vocabulary: Applying Skills Map Follow Directional Instructions Components of a compass Teamwork Cooperation</p>	<ul style="list-style-type: none"> To use and apply map skills for a familiar and unfamiliar setting e.g. school grounds and residential grounds. To follow directional movement using the eight directions of a compass. To independently follow instructions and directional movement using clues. <p>Gatsby Benchmark 4</p>	
Summer 1		<p>Unihoc / Cricket</p> <p>Key Vocabulary: Refine and Adapt skills Rules Striking Fielding Apply Demonstrate Techniques Skill Tactics Stance Cooperation Teamwork Fairness and respect Roles and Responsibilities Demanding Effectiveness</p>	<ul style="list-style-type: none"> Play to, adapt and invent rules for striking and fielding games. To develop and demonstrate striking skills and techniques. To perform the correct stance for a striker. Play cooperatively with teammates; making decisions when to run for point and when not to. To understand and show the active role of a fielder and know how to 'attack the ball' 	
Summer 2		<p>Athletics / Summer sports</p> <p>Key Vocabulary: Demonstrate Track and Field events Competitive sport Responsibility Skills Analyse Apply Challenge Progression Improved performance Leadership</p>	<ul style="list-style-type: none"> To recognise and demonstrate athletic activities relating to wider events e.g. Sprinting – tracks event & Javelin – Field events - Olympics. Take responsibility for their own skill progression by suggesting ways to make activities more challenging. To take part and possibly lead events for an athletics event e.g. sports day/healthy lifestyle week. <p>Gatsby Benchmark 7</p>	

Intended impact:
 By the end of Year 9 pupils will have a secure understanding of control and coordination by linking them to a specific sport or technique. They will be able to confidently give peer and self-assessment whilst suggesting realistic improvements. Also, pupils will have learned greater team work and leadership skills from taking part in tournaments and fixtures both internally and with other schools.