

Year Group	Year 10/11					
Term	1	2	3	4	5	6
Topic Title	Football/netball	Cross-country/Badminton, Girls - Rugby,Hockey and Cross-country	Boys-Table tennis/dodgeball Girls-badminton/dance and dodgeball	Basketball/Handball/Circuits	Boys-Athletics/cricket, Girls - Athletics, Rounders	Athletics/softball/tennis
Rationale	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. The sports are done at this stage to prepare for the N Lincs and national competitions. The emphasis in our intent and KS4 is to prepare students for a life of active leisure and love of sport.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. The cross-country is done now the curriculum as we hold an annual fun run in November and the District event is in December. The intent is to prepare students for a life of active leisure and love of sport.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. The boys study table tennis and dodgeball as we are in the small lower hall. The girls are in the gym and are taught badminton. The facilities dictate the choice of activities and again we prepare for local competitions.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. The rationale at this stage is to prepare students for a love of sport and B&HL in the future. The facilities dictate activities. The students are taught the rules and skills and tactics used in a game.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Athletics is done in the Summer term to prepare for Sports day and District sports. The students are responsible for measuring and keeping personal records. Cricket and rounders are taught to prepare for house competitions and local competitions. The students are taught in <i>advance the principles for advanced activities for B&HL</i> .	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Sports day is in July and District sports
Prior knowledge	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
Key knowledge/skills development	Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] : develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics], or other physical activities [for example, dance] : take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group : evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best : continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.	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National Curriculum/specification links	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.
Literacy	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.
Numeracy	Stop watches for timing, score cards	Score cards, heart rate data, training zones, records of results, quantitative data.	Timing, use of score boards	Heart rate data, training zones	Quantitative data and recording results. Timing and measurement.	Quantitative data and recording results. Timing and measurement. Scoring.
STEM	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis. Use of heart rate monitors and fitness tests through apps for skills enhancement	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement. Use of heart rate monitors.	Science, health and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement. Use of heart rate monitors.
Cross curricular links	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise. The Cardiovascular system
Key vocabulary	Sport specific					

☐ evaluate their performances compared to previous ones and demonstrate improvement