



		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Netball / Football	Tramp / Gym	Fitness / Hockey	B'ball / Rugby	Athletics	Rounders / Cricket	
Year 7		<p>1: Creating space. Footwork. Movement with the ball – Dribbling, receiving & turning</p> <p>2: Passing and receiving in closed and competitive situations. Passing and movement off the ball</p> <p>3: Receive using a variety of passes. 'Getting free'. Rules and positions. Passing and receiving.</p> <p>4: Shooting action & evaluation. Controlled shooting motion, creating space to shoot.</p> <p>5: Pivoting. Attacking play. Identify strengths / areas for improvement. Outwit opponent, skill choice. Refine ideas as a team when unsuccessful.</p> <p>6: Mark players with / without ball & deny space. Identify positions/roles. Apply basic rules of game. Basic defensive skills to stop opponents from advancing. Identify strengths & weaknesses</p>	<p>1: H&S. Basic jumps, aerial shapes & turns. Small routine. Rolling</p> <p>2: Seat drop. Evaluate perf. Creative thinking, compose small routines. Rolling in sequence & small apparatus.</p> <p>3: Swivel hips. Peer evaluation. Refine & adapt into small routine. Individual balances</p> <p>4: Front drop.. Combine skills into / out of front drop. Decision making composing larger routines. Individual balances in sequence with rolling, small apparatus.</p> <p>5: FD in combo with other m'ments. Extension, aesthetics, precision, control & fluency. Body tension & travelling. How to improve. Cannon, match, mirror. Accelerating & slowing</p> <p>6: Back drop. Combine skills into and out of back drop. Large apparatus. Recognise good perf. Replicate partner/group balances. Principle of C.O.M.</p> <p>7: BD in combo with other m'ments. Sequence work. Large apparatus. Recognise good perf. Replicate partner/group balances.</p>	<p>1: Measure heart rate, during sustained exercise. Dribbling technique and indian dribbling</p> <p>2: Training zones, energy systems & their link to activities. Push pass and receive</p> <p>3: interval training & its link to sport. Concepts of space and attacking play in small sided games</p> <p>4: continuous training & how it can improve fitness Tackling technique and concepts of strong side</p> <p>5: Fartlek training and how it links to sport Concepts of defensive play and marking goal side</p> <p>6 & 7: circuit training and how it links to sport Positioning in small sided games</p>	<p>1: Creating space and spatial awareness. Dribbling. Going forward, running and passing</p> <p>2: Passing & receiving. Assessing the threat, kicking and ball presenting</p> <p>3: Use skills in half court games. Support, catching and offloading</p> <p>4: Set shots & jump shots. Cut down options, chop and choke tackle</p> <p>5: Lay ups. (& 6-8) Game play applying skills</p> <p>6 & 7: Basic game tactics.</p>	<p>1 & 2: Sprinting, link to fitness components, sprint starts, timed runs</p> <p>2: Paced running, link to fitness components, 800m</p> <p>3 & 4: Long jump, link run up to momentum and distance achieved. Measured jumps in pit</p> <p>5: Shot put – range of implements leading up to shot</p> <p>6: Relay, change over technique</p> <p>7: High jump</p>	<p>1: Throwing & catching. Basic rules of the game. Approach, pick up, retrieval and long barrier</p> <p>Long barrier field, bowling. Throwing & catching, rounders style cricket.</p> <p>3 & 4: Batting technique and associated rules in game play. Bowling technique, rules of crease. Off spin & leg spin.</p> <p>5: Retrieving and base responsibilities. Batting technique</p> <p>6 & 7: Basic game tactics. Pull & defensive shot. LBW rule. Tactics between wickets and as fielders in game play.</p>	
		Assessments						

Year 8	Netball / Football	Trampolining / Gymnastics Badminton	Fitness / Hockey	Basketball / Rugby	Athletics	Rounders / Cricket
	<p>1: Refine passing / receiving in small sided games. Rules of contact & obstruction. Instep passing and receiving. Benefits of types of pass</p> <p>2: Role of umpire and refine footwork. Conditioned games encouraging instep passing</p> <p>3: Develop timing of passing in game play. Different types of dribbling and use in small sided games.</p> <p>4: Shooting and shot selection.</p> <p>5: Width in attacking play.</p> <p>6: Skill choice under pressure.</p> <p>7: Setting up defence, jockeying.</p> <p>8: Full sided game play.</p>	<p>1 & 2: Replicate jumps, shapes, turns & seat drops with good body tension & posture. Combine in routine. Replicate correct seat drop with control, begin roller</p> <p>Rotational travel & jumping using rolls & cart wheels in small sequences. Correct grip, recognise shuttle flight & make contact in the ready position. Line markings</p> <p>3 & 4: Replicate FD with controlled landing. Refine linked m'ments in & out of FD. Creative thinking / dec making. Compose 10 bounce routine. Replicate BD controlled landing. Combine skills into /out of BD</p> <p>Indiv & partner balances - counter balance & tension. Flick serve & return of. Underarm & overarm clear into rallies</p> <p>5 & 6: Precision, control & fluency over combo moves. Evaluate moves. Simple rotational m'ments with control. How to generate faster/slower rotations. Importance of arms & legs to create drive.</p> <p>Basic vaults. Different serves. Serve & return. These skills into half court games. Service rules</p> <p>7 & 8: Basic vaults with apparatus. Sequences using flight, rotation & balance. Smash & return</p> <p>9 & 10: wt bearing vaults & support. Singles play, full court. Basic rules</p>	<p>1: Fartlek training and different ways it can be undertaken. Dribbling with control, change of speed & direction. Recap of rules</p> <p>2: continuous training & different ways it can be done Passing & receiving with control. Hit pass in game play. Reverse stop & disadv of weak side.</p> <p>3: Interval training and different ways it can be undertaken. Creating space, moving ball into wide areas.</p> <p>4: Circuit training and how it links to sport and different ways it can be undertaken Jab tackle. Begin to officiate.</p> <p>5: Putting together a training session. Importance of rest when training. Strategies for shooting. Evaluate team strategies.</p> <p>6: implementing a section of a training session Outwit an opponent & game play. Evaluate perf.</p> <p>7: Penalty & long corners. Applying simple tactics to corners.</p> <p>8: Work effectively as part of a team planning strategies & tactics.</p> <p>9: competitive game play</p>	<p>1: Passing (chest, bounce, shoulder), dribbling in small sided games Continuity, punt kick and clear out.</p> <p>2: Dodging & feinting skills in small sided games. Getting the ball back, jackal and counter ruck</p> <p>3: Defensive body position & communication in game play. Pressure of score - Scrum & maul</p> <p>4: Set shots & layups in game play. Contest possession – hand off / fend & groundwork</p> <p>5: Jump shots in game play. (6-8) Apply skills in game contexts</p> <p>6 & 7: Game play and officiating</p>	<p>1: Sprinting, Adjusting body to create power. Running rules in track events</p> <p>2: Develop fitness components for 800m. Evaluate performance & suggest improvements</p> <p>3: High jump – rules of take-off & legal jumps. Components of fitness for HJ.</p> <p>4: Effective shot putt. Rules re throw & landing. Causes of more successful throws</p> <p>5: Discus. Rules regarding throw & landing.</p> <p>6: CV fitness. how to take HR. Training zones & max HR</p> <p>7: Triple jump technique. Measure approach distance</p> <p>8: Relay change over rules. Decisions about strengths & placement in legs.</p>	<p>1: Throwing & catching in game under pressure. Long barrier review. Throwing & catching, communication to aid run out.</p> <p>2: Ball placement. Basic tactics in game play. Front foot drive, keeping ball down in game play</p> <p>3: Legal bowling technique with spin & disguise. Striking a short pitched ball with an attacking stroke</p> <p>4: Hit into space in relation to fielders. Analyse strengths & make tactical changes to batting order/field positions. Proficient fielding & aiming at stumps.</p> <p>5: Apply skills and tactics in game play. Umpire role & signals.</p> <p>6: Positions & roles. Backstop to 1st base. Change field positioning According to batter set up. Bowling with pace & delivery stride, bowling rules.</p> <p>7: Batting tactics according to field position Catching with correct hand/finger positions. Footwork around stumps with arc method</p> <p>8: Apply in games. Skills and tactics in conditioned games</p>
Assessments						

Year 9	Netball / Football	Badminton / Trampolining	Basketball / Rugby	Fitness / Touch rugby	Athletics	Rounders / Cricket
	<p>1: Passing at speed & with control in small sided games. Umpiring. Outwit opponents with advanced turns & passes.</p> <p>2: Turning in the air. Different types of heading in different situation</p> <p>3: Effective team play using attacking principles. Adjust shot selection based on opponents positioning.</p> <p>4: Centre pass set plays to shooting technique.</p> <p>5: Effective marking techniques, interceptions</p> <p>6: Advanced tactics & adapting game plans</p> <p>7: Link assessment criteria to focus of improvement</p> <p>8 & 9: Assist in organisation & mgt of a netball tournament.</p>	<p>.1: Movement of the shuttle. Understand lines and court areas, quick movement around them. Identify S&W when playing & adapt strategies.</p> <p>(Trampolining lessons above are level 1 and 2. Students pick up from where they are at)</p> <p>2: Overhead clear with direction & intention. Backhand clear. Score & officiate games fairly.</p> <p>3: smash shot with control & power. Movement & prep for smash. To officiate matches accurately.</p> <p>4: Simple and more complex drop shot variations, placement for o. To begin to develop outcome. Strategic and tactical play. To confidently score a game.</p> <p>5: Movement of shuttle to dominate rallies. Making decisions about strategy depending on whether attacking of defending.</p> <p>6: Combine skills, tactics & strategies in game pla</p>	<p>1: Use of space for attackiing options. Dif betw een union and league.</p> <p>2: Revise options based on opponents. Recognising infring ements of union rules.</p> <p>3: Rucking, support of the ruck and offside rule</p> <p>4: Rucking, support of the ruck and offside rule</p> <p>5: Small line outs and related positioning</p> <p>6: Small, 3-man scrum and related positions and rules.</p> <p>L7: Scrum in small -sided games</p> <p>8 & 9: 8 v 8 game splay, psoitional skilla and tactics</p>	<p>1: interval training use by elite athletes. Changes in the body in response to exercise. Take rest, working & recovery heart rates.</p> <p>2: Setting up a fartlek training session. Understand the athletes who would use this training method & its benefits</p> <p>3: Relationship between test scores & strengths. Develop individual weaknesses by targeting a specific station.</p> <p>4: Appreciate the need for a specific circuit and adaptations to suit individual needs. Work cooperatively with partner to ensure improvement in skill & netball related fitness. Work cooperatively with partner to maximize training session.</p> <p>5: As lesson 4, specific to basketball</p> <p>6: To sustain performance over 2 circuits. Understand the components of fitness involved in a circuit performance & how it can be made harder</p>	<p>1: Develop good running pace, middle distance fitness components & understand the need to pace during longer races.</p> <p>2: Recap sprinting technique & track laws. Investigate impact of stride length and pattern</p> <p>3: Javelin & links to nerf throw</p> <p>4: Hurdles</p> <p>5: Relay recap, change over drills, rules of change box</p> <p>6: Mini Olympics comp in groups. Consider strategies for success in heptathlon / decathlon events.</p>	<p>1: Legal bowling technique with disguise + power. Incorporate bowling, batting, fielding techniques into games. Accurate decisions about outwitting opponents as batsmen or fielders. Accurately replicate full range of fielding techniques in response to a competitive environment. To recognise and use the laws of cricket and officiate correctly.</p> <p>2 & 3: To accurately replicate fielding & communication skills in games. Batting defensive shot, when used in game situation. Understand components of fitness important to cricketers Cut technique and in response to the delivery bowled. Communication & teamwork skills as a batting pair. Quick decision making to outwit</p> <p>4: Power, placement. & strategy when batting. Disguise in bowling with spin or pace. How to create spin and effect on bounce. To recognise that run up speed impacts bowling power/swing. To understand bowling rules</p> <p>5 & 6: Decisions about fielding positions in response to batter analysis. Confidence umpiring. Wicket keeper role, basic stance + catching. Replicate a combo of skills to outwit opponents. Dev knowledge of fielding positions & correct terminology. Encourage use of l'hip & commn in all roles</p> <p>7 & 8: Apply skills in game play. M'ment & timing needed to produce effective batting.</p>
Assessments						

Netball / Football	Badminton / Rugby	Trampolining / Basketball	Fitness	Cricket / basketball	Softball / Rounders
<p>1: Attacking principles. How to advance on oppo in games. Replicate attacking principles through width & speed. Angled runs to outwit oppo. Analyse benefits of using space.</p> <p>2: Demo effective team play using att principles. Devise & select strategies. Demo know & und of rules. Attack as unit. Dummies & fakes. Play into space. How to commit defence</p> <p>3: Develop def marking off ball – def in circle using body / arm position. Accurately replicate & adapt set plays from centre pass. Replicate def skills. Benefits of strategic approach to def. Appreciate need to make adaptations when performing.</p> <p>4: To outwit oppo when applying def principles & when devising game plans. Replicate advanced def skills on and off ball (awareness of oppo’s’ positioning & eye contact). Develop anticipation. How to stop attack effectively using dif formations. Dev basic strategic play with a range of roles.</p> <p>5 Select adv tactics to outwit oppo. Evaluate tactical outcomes, how to improve perf. Adapt game plans in response to oppo. Dev & refine set plays from sideline. Perform necessary skills to attack from set plays and corners. Evaluate how well it has been achieved & find ways to improve.</p> <p>6: Effective comm. Adapt individ & in team. AoP – role of captain, planning team ‘plays’ from side & tactical awareness. Importance of effective comm. Adapt when working individ & in teams.</p>	<p>1: Correct grip & basic shots. Importance of movement of shuttle. Understand value of co-op & teamwork. Link between use of space and attacking opportunities. Go Forward</p> <p>2: Dev use of combo of overhead clears. Replicate range of shots implement strategies. Understand markings & scoring. Link between use of space and attacking opportunities. Assess threat</p> <p>3: Rules of serve. Range of short & long serves. Recognise oppo’s strengths & change accordingly. Confidently score singles. Link between use of space & attacking opportunities. Support.</p> <p>4: Accurately replicate b’hand clear & dev accuracy in direction. Dev understanding of how to adjust shot selection based on oppo positioning. Link between use of space & attacking opportunities. Cut down options.</p> <p>5: Dev decision making -choice of shot in relation to opponent. Develop teamwork as doubles pair. Assess & evaluate own performance & weaknesses. Link between use of space and attacking opportunities. Continuity.</p> <p>6: Demo knowledge of rules. Understand importance of communicating & IDing oppo’s S & W. Rotate & use strengths to beat oppo. Link between use of space & attacking opportunities. Get ball back</p> <p>7: Link between use of space & attacking opportunities. Pressure to score</p>	<p>Trampolining lessons above are level 1 and 2. Students pick up from where they are at.)</p> <p>1: Lay-up using right hand, left hand and reverse.</p> <p>2: Perform screens, blocks, high & low posts. Offensive techniques & strategies</p> <p>3: jump shot in isolation & in a game situation under pressure</p> <p>4: Attacking play as a unit using width & speed. Angled runs to create opportunity to outwit opponents. Evaluate how well it has been achieved & find ways to improve strategies</p> <p>5: Defensive play using man to man & zone. Differing styles of defence to stop attacking play. Evaluate how well it has been achieved & find ways to improve strategies</p> <p>6: Perform the basic rules of the game as a referee</p>	<p>1: Continuous training - recording distance achieved. Relationship between HR recovery & fitness level.</p> <p>2: Activity specific circuit, how to adapt it to suit individual needs. Work cooperatively with partner to ensure improvement in skill & football related fitness.</p> <p>3: Activity specific circuit, how to adapt it to suit individual needs. Work cooperatively with partner to maximize training session to ensure improvement in skill & rugby related fitness</p> <p>4: Activity specific circuit – strength gains</p> <p>5: Activity specific circuit – muscular endurance gains</p> <p>6: Recognising that regular physical activity that is fit for purpose, safe & enjoyable has the greatest impact on physical, mental & social wellbeing. Analyse performances, identifying S & W</p>	<p>1. Accurately replicate fielding techniques in a competitive match. Slip positioning, role & importance of reaction time</p> <p>2: Pace & spin in bowling, maintaining control & accuracy. How spin is created & effect on bounce.</p> <p>3: Straight bat drive. Leadership skills as batting pair. Begin to coach each other & suggest ways to improve.</p> <p>4: Movement & timing to produce effective batting. Pull shot. Umpire signals & bowling infringements</p> <p>5: Accurately replicate cricket techniques in response to situations arising for a competitive match. Fielding positions & correct terminology.</p> <p>6: identify faults/weaknesses in peers’ technique. Offer informed feedback & suggest ways of improving technique/tactics.</p>	<p>1: Accurately replicate fielding skills & use effectively in a game. Develop communication skills, teamwork through games. Placement of ball.</p> <p>2: Strategic placement of ball when batting. Execute & analyse batting technique & use of power & placement. Rules for batting & bowling & use of umpire calls.</p> <p>3: Accurately replicate, execute & analyse a legal bowl. Rules for bowling & batting. Recognise opposition S&W.</p> <p>4: Knowledge of roles for different fielding positions. Use field positioning to outwit batting team. Refine tactics & game strategies to improve performance.</p> <p>5: Develop & replicate skills within games. Reflective learning & provide evaluations of S&W in performances.</p> <p>6: Accurately replicate techniques in competitive match. Develop knowledge of fielding positions & the correct terminology. Correctly umpire & score a game. Benefits gained for exercise in the form of rounders.</p>

GCSE PE Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1: PEP intro	1: Structure of the skeletal system – bone locations	1: Muscular system TEST	1: Revision for Trial 1	1: Sport 2	1. PEP check
2: PARQs; warm ups and cool downs	2: PEP evaluation	2: Tramp	2: Revision for Trial 1	2: Arteries, capillaries and veins	2: Respiratory system – composition of air; lung volum
3: Fitness tests – theory and practice (i)	3: Structure of the skeletal system - Classification of joints	3: Injury Prevention in physical activity	3: Revision for Trial 1	3: Joint classification and impact on movement axes	3: PEP check
4: Components of fitness	4: Location and roles of key voluntary muscles	4: Tramp	4: Practicals for Trial 1	4: Sport 2	4: Energy sources; aerobic and anaerobic exercise and short-term effects of exercise
5: Fitness tests – theory and practice (ii)	5: PEP evaluation	5: Injuries TEST	5: Vascular shunting	5: Cardiovascular system TEST	5: How the cardiovascular and respiratory systems work together
6: Components of fitness	6: Structure of the skeletal system - Movements at joints	6: Review of Musc test	6: Lever systems – advs, disadv, mech adv, mech disadv	6: Sport 2	6: PEP check
7: Goal setting – SMART targets	7: Tramp	7: Tramp	7: Functions of the cardiovascular system	7: Review of CV test	7: Review of m'ment analysis test
8: Fitness tests – theory and practice (iii)	8: Structure of the skeletal system – Ligaments and tendons	8: Review of injuries test	8: Sport 2	8: Planes and axes – generalised movement patterns	8: Respiratory system / Energy TEST
9: Principles of training	9: Antagonistic muscles	9: Sport 2	9: PERFORMANCE ENHANCING DRUGS 1	9: Sport 2	9: Review of R/S test
10: Training Plan	10: Tramp	10: Performance enhancing drugs 1	10: REVIEW OF TRIAL EXAM	10: Location and roles of principal components of respiratory system	
11: Methods of training	11: Skeletal system TEST	11: Lever systems – first, second & third class levers	11: Review of Trial EXAM	11: Sport 2	
12: Results Table	12: Tramp	12: Sport 2	11: Structure of the cardiovascular system – heart labels; circulation	12: Structure and function of alveoli	
13: 5KM Run	13: Review of skeletal test	13: Performance enhancing drugs 2	12: Mechanical advantage in sport and physical activity	13: Movement analysis TEST	
14: PEP consolidation	14: Fast and slow twitch muscle fibres	14: Sport 2	13: Sport 2		
15: Functions of the skeletal system	15: Tramp		14: Components of blood and their significance for physical activity		
16: PEP evaluation	16: Identification and treatment of injury 1				
17: Classification of bones	17: Tramp				
18: Classification and roles of muscles	18: Identification and treatment of injury 2				
19: PEP evaluation					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HWH 1: Review of previous learning and intro to yr 11</p> <p>2 & 3: Emotional and social health (I)</p> <p>3 & 5: Factors affecting participation in physical activity (i)</p> <p>6 & 7: Sedentary lifestyles and consequences</p> <p>9: Impact of lifestyle choices</p> <p>10 & 11: Optimum weight</p> <p>PLN 12: Classification of skills</p> <p>13: Forms of practice – theory and practical application</p> <p>14: Types of guidance – theory and practical application</p> <p>15: Types of guidance – advs and disadvs of each type</p> <p>16: Types of feedback</p> <p>17: Sports psychology – use of data</p> <p>18: PSYCH revision</p>	<p>HWH 1: Hydration</p> <p>2: Revision of fitness. Exercise. Health & performance</p> <p>3: Revision of analysis of movement</p> <p>4, 5, 6: Trial Exams Trial exams Trial exams</p> <p>7 & 8: Balanced diet and the role of macronutrients</p> <p>9: Dietary manipulation for sport</p> <p>10: Review of Trial exam</p> <p>PLN 1: Psych test</p> <p>2: Review of psych test</p> <p>3 – 7: Final drafting of PEP</p>	<p>HWH 1: Sporting behaviours</p> <p>2: Recap of PED (& link to sporting behaviours)</p> <p>3 & 4: Advantages and disadvantages of commercialisation (i)</p> <p>5 & 6: Commercialisation and the media</p> <p>7: Data and trends in commercialisation</p> <p>8 & 9: Trial 2 revision</p> <p>PLN 1 – 6: Practical assessment prep – progressive drills / rehearsal of isolated skills for each activity. At this point there is some individualisation of time use, facilitated by trainee teaching staff.</p>	<p>Trail 2 exams</p> <p>Students prepare for the Practical Moderation - finish compiling video evidence and complete video commentary.</p> <p>Preparation / revision continues for final exams</p>	<p>Practical moderations</p> <p>Final preparations for written exams</p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>DMN</p> <p>1 – 3 - Investigating the Rules of badminton</p> <p>4 - 6 – Investigating the rules of football</p> <p>7 - 10 - Researching the regulations of badminton & football EG relating to players, equipment, playing surface, facilities, health & safety, time, officials</p> <p>RIE</p> <p>1 & 2 - Importance of aerobic & muscular endurance / definitions. Link to sporting situations.</p> <p>3 & 4 - Importance of flexibility & speed / definitions. Link to sporting situations.</p> <p>5 & 6 - Importance of muscular strength / definition. Link to sporting situations.</p>	<p>DMN</p> <p>1 & 2 - Scoring systems for badminton and football.</p> <p>3-5 - Application of the rules/laws of sports in different situations Eg, when a goal is scored when a player is in an offside position in football,</p> <p>6-8 - Roles of officials</p> <p>RIE</p> <p>1 & 2 - Importance of body composition & definition.</p> <p>3 & 4 - Link components to sporting situations.</p> <p>5 & 6 - Understand how having the ability to meet physical & skill related demands of a sport allows success. Relate demands to dif sports & positions</p>	<p>DMN</p> <p>1 & 2 - Responsibilities of officials</p> <p>3- 9 Practically demonstrate skills, techniques and tactics in selected sports</p> <p>RIE</p> <p>Students will demonstrate how to measure their own HR & how to calculate a person's max HR. They will calculate 60-85% of max HR.</p> <p>Students will investigate using practical activity RPE in relation to HR.</p> <p>Students will research how each basic principle has an impact on how progress is impacted.</p> <p>Students will research how additional principles are linked and work alongside FITT to optimise training.</p> <p>Students will research how additional principles are linked and work alongside FITT to optimise training.</p> <p>Students will research how additional principles are linked and work alongside FITT to optimise training.</p>	<p>DMN</p> <p>Understand aerobic end: & muscular end & their use in badminton and football</p> <p>Understand flexibility & speed & their use in the 2 sports</p> <p>Understand muscular strength & body Composition & their use in sport</p> <p>(4) Technical demands – skills & techniques required. (continuous, serial discrete skills</p> <p>(2) Tech demands - movement, use of equipment, communication, other demands specific to sport</p> <p>RIE</p> <p>Design a safe warm-up & cool down. FITT & link to each type of training.</p> <p>Practically take part in dif training methods plus session to write up experiences.</p> <p>Practically take part in dif training methods plus session to write up experiences.</p> <p>Practically take part in the dif training methods plus session to write up experiences.</p> <p>Practically take part in the dif training methods plus session to write up experiences.</p> <p>Practically take part in fitness tests where suitable. Write up tests. Understand monitoring, setting goals & test results</p>	<p>DMN</p> <p>(2) Tactical demands - Decision making & strategies to overcome an opponent, including using personal strengths.</p> <p>(2) Use of relevant tactics, eg defending & attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>(2) Safe and appropriate participation - demonstration of skills, techniques & tactics within a controlled environment,</p> <p>Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport.</p> <p>RIE</p> <p>Students will investigate advs & disadv of each test. The Importance of procedures when fitness testing.</p> <p>Students will compare test results to others of same age & sex. Discuss their results & how these affect their training.</p> <p>(2) Understand the importance of the skeletal system & be able to demo the location of 13 major bones.</p> <p>(2) Develop understanding of joints focusing on hinge & ball & socket. Understand the structure at each of these joints.</p>	<p>DMN</p> <p>Relevant skills and techniques The skills and techniques relevant to the selected sport and practice.</p> <p>Relevant tactics The tactics relevant to the selected sport and practice/situation. Continued</p> <p>Effective use of skills, techniques and tactics and the correct application of each component in conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Review sports performance - Observation checklist suitable for self-analysis of performance in selected sports</p> <p>Review performance - Strengths and areas for improvement: components of fitness, skills and techniques, specific to the sport and non-specific, e.g. fitness.</p> <p>Activities to improve performance (short-term and long-term goals)</p> <p>RIE</p> <p>Cardiovascular system structure. Locate 5 main parts of the thoracic area</p> <p>Structure of respiratory system. Locate the 6 main parts.</p> <p>Preparation and revision for exam</p>

BTEC Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RIE Understand how personal info can be used to aid training programme design</p> <p>(2) Understand how the musculoskeletal system affects the body during fitness training</p> <p>(2) To understand how the cardiorespiratory system affects the body during fitness training</p> <p>Understand the benefits of a PEP, why used & by whom. Students select a sport to link their PEP to. Determine aim & objective for PEP.</p> <p>DMN (3) Short-term effects of exercise on the musculoskeletal system</p> <p>(2) Practical application of the above</p>	<p>RIE PAR-Q, medical history & attitudes, the mind & personal motivation questionnaires.</p> <p>Write their own SMARTER targets in relation to their PEP.</p> <p>Understand the difference in the 3 types of goals & write their own personal goals for their PEP</p> <p>(2) Investigate & decide on the most suitable type of training for their PEP. Plan their 6 wk PEP.</p> <p>Having decided on their training method students will show how FITT and the additional principles link in.</p> <p>DMN (5) Short-term effects of exercise on the cardiorespiratory system (2) Practical application of the above</p> <p>(2) Effect of different training regimes on adaptations</p>	<p>RIE Understand the importance of a warm up and cool down and then plan their own ready for their PEP.</p> <p>Recognise the barriers that people come up against and understand how this might affect their adherence to exercise.</p> <p>Calculate their personal training zones and Borg scale ratings for their PEP.</p> <p>Design a training diary to accompany their PEP.</p> <p>Understand the dif between intrinsic & extrinsic motivation. Students will understand how motivation can have an effect on mood/training/self-confidence</p> <p>DMN (3) Long-term adaptations of the musculoskeletal system (2) Practical application of the above</p>	<p>RIE Complete PEP & gather evidence including photos of warm up, cool down, technique, clothing, personal safety, hydration. Complete diary.</p> <p>(4) The aerobic energy system – using oxygen</p> <p>Application in sporting situations</p> <p>Comparisons between dif methods of producing ATP</p> <p>(2) Learning Aim B assessment preparation</p> <p>DMN (3) Long-term adaptations of the cardiorespiratory system (2) Practical application of the above</p>	<p>RIE Write up of results. Produce relevant graphs</p> <p>PEP evaluation -</p> <p>Students will decide what went well & what could be improved & what they would change if they were to complete the PEP again</p> <p>DMN 2) ATP-CP/lactic acid anaerobic system</p> <p>Application in sporting situations</p> <p>(3) Glycolysis/lactic acid anaerobic system:</p> <p>Application in sporting situations</p>	