**Pine Green Academy Long Term Plan**

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| **SUBJECT:** | Physical Education | **CLASS:** | KS3/4 | **ACADEMIC YEAR:** | 2023 - 2024 |

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| **AIMS**  The main aims of KS3 PE are to learn and develop skills, techniques and performance; to develop an understanding of a healthy lifestyle; to develop the ability to select and apply skills, tactics and compositional ideas; to develop and improve performance; and to develop an improved understanding of health and safety in a range of activities. Throughout each of the activities covered individualised EHCP desired outcomes will be targeted. Communication and interaction will be demonstrated through team work and co-operation; mental capacity will be developed through learning rules, thinking skills and ability to evaluate; SEMH will be targeted through boosting self-confidence and self-esteem and physical and sensory development will be through working on improving physical fitness, agility, co-ordination and control. |

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| **SUBJECT:** | Physical Education | **CLASS:** | KS4 | **ACADEMIC YEAR:** | 2023 - 2024 |

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| **AIMS**  The main aims of KS4 PE are to enjoy and improve performance in a range of sports and physical activities and have a good understanding of the benefits of a healthy lifestyle. Students will have the opportunity to participate within a range of sports and activities and ways in which to develop these skills further within the community. Sports leadership is promoted with sports champions leading on a sport or activity of interest. Through the gym lessons and Btec sport opportunities students gain the knowledge of lifelong learning and career pathways of: sports coach, gym instructor, personal trainer, PE teacher, physiotherapist and many more. Throughout each of the activities covered individualised EHCP desired outcomes will be targeted. Communication and interaction will be demonstrated through team work and co-operation; mental capacity will be developed through learning rules, thinking skills and ability to evaluate; SEMH will be targeted through boosting self-confidence and self-esteem and physical and sensory development will be through working on improving physical fitness, agility, co-ordination and control. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | **HRE**  Introduction of PE and the importance of working together as a team.  Assessment of activities to plan for the year.  Basic skills/rules:  Dodgeball  Football  Badminton | **Net and wall**  Underarm serve  Flick serve (short)  Overhead clear  Introduction to:  \*Badminton  \*Table tennis  \*Squash  \*volleyball | **Climbing**  \*students work towards the Bronze, Silver, Gold climbing qualification set by the centre  **Invasion games**  Football/Dodgeball/Hockey/Basketball  Dribbling/close ball control/turning  Passing (short distance/side foot)  Tackling  Movement off the ball  Shooting | **Invasion games**  Football/DodgeballHockey/Basketball  Dribbling/close ball control/turning  Passing (short distance/side foot)  Tackling  Movement off the ball  Shooting | **Striking and fielding**  Fielding: catching from short distance, underarm throw from short distance, long barrier  Batting: forehand bat  Bowling: straight bowl  Positions: knowledge of positions and knowledge of basic tactics (where top throw to stop the batter) | **Athletics**  Experienced running, jumping and throwing in an athletic form.  Demonstrated basic technique |
| Year 8 | **Team building**  Recap of PE and the importance of working together as a team. New classes team building  Assessment of activities to plan for the year.  Basic skills/rules:  Dodgeball  Football  Badminton | **Net and wall**  Underarm serve  Flick serve (short)  Overhead clear  Flick serve (long)  Net shot  Students to select out of the top four above \* to introduce the more advance skills | **Climbing**  \*students work towards the Bronze, Silver, Gold climbing qualification set by the centre  **Invasion games**  Football/Hockey/  Basketball  Dribbling/close ball control/turning  Passing (short distance/side foot)  Tackling  Movement off the ball  Shooting  Heading | **Invasion games**  Football/Hockey/  Basketball  Dribbling/close ball control/turning  Passing (short distance/side foot)  Tackling  Movement off the ball  Shooting  Heading | **Striking and fielding**  Refining techniques for batting, bowling and fielding.  Introduce softball analysing technique with a focus on leadership and improving performance | **Athletics**  Perform and improve skills and personal and collective bests in relation to speed, height, distance and accuracy  Relay batons  Shot  Javelin  Hurdles  Short distance 20m sprint  100m |
| Year 9 | **Team building**  Recap of PE and the importance of working together as a team.  Assessment of activities to plan for the year.  Basic skills/rules:  Dodgeball  Football  Badminton | **Net and wall**  Underarm serve  Flick serve (short)  Overhead clear  Flick serve (long)  Net shot  Smash  Drop shot  Students to select out of the top four above \* to introduce the more advance skills | **Climbing**  \*students work towards the Bronze, Silver, Gold climbing qualification set by the centre  **Invasion games**  Basketball/football/Dodgeball  Dribbling/close ball control/turning  Passing (chest pass, bounce pass, overhead pass)  Movement off the ball  Lay up  Jump shot | **Invasion games**  Basketball  Dribbling/close ball control/turning  Passing (chest pass, bounce pass, overhead pass)  Movement off the ball  Lay up  Jump shot | **Striking and fielding**  Demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding.  Fielding: Catching from long distances, throwing overarm from long distance, chasing the ball and throw in.  Batting: backhand, placement of the ball  Bowling: spin, donkey drop. Positions: can rotate in any position, advanced use of tactics such as backward hit | **Athletics**  Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.  **\*Students to have the opportunity to visit Aldersley Leisure centre to experience the Athletics resources and track** |
| Year 10/11 | **HRE**  Gain a deeper understanding of warm ups, cool downs and health importance through physical tasks.  To reflect on the benefits that fitness activities give to an individual and implications for future life.  Football  Dodgeball  Badminton  SP5 How exercise affects the body | **Net and wall**  **Table tennis**  **Badminton**  **Tennis**    SP5 How exercise affects the body | **Climbing**      SP5 How exercise affects the body | **Invasion games**  Football  SP5 How exercise affects the body  s  SP2: Developing a personal progression plan | Cannock chase  Mountain biking  SP5 How exercise affects the body  SP2: Developing a personal progression plan | Water sports Chasewater  SP2: Developing a personal progression plan |

Activities will be chosen on strengths of staff and interests of pupils

Activities may include - Athletics- sprints, long distance running, relays, javelin, discus, shot putt, long jump, triple jump, high jump

Invasion games- basketball, rugby, handball, football, goal ball, dodgeball

Climbing- WOLF Mountain

Gym/ HRE- Fitness testing, school gym induction and lessons, cross country running, circuit training, interval training

Net/ wall- Badminton, table tennis, tennis, squash, volleyball

Striking and fielding- rounders, cricket, baseball, kick rounders

**All students need to be dressed in PE kit and sat ready in the sports hall to be introduced to the LO.**

**Learner outcomes**

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|  | **I am…**  **REFLECTIVE** | **I am…**  **A COMMUNICATOR** | **I am…**  **RESILIENT** | **I am…**  **RESPONSIBLE** | **I am…**  **CONFIDENT** | **I am…**  **RESPECTFUL** |
| **Mastery**  **(Creating)** | To be able to evaluate learning and performance and create ways to successfully develop solutions that consistently improve intended outcomes. | To confidently use both verbal and non-verbal communication skills in a variety of settings and situations that show clear subject knowledge and use of appropriate terminology. | To independently analyse and then act upon setbacks to overcome challenging situations in order to move forward physically, socially, cognitively and emotionally. | To take responsibility for physical, social and mental wellbeing on a regular basis outside of school.  To be able to work independently and collaboratively to produce successful outcomes | To have a high level of confidence and maturity to ensure progress is evident in a number of different roles within a range of activities | To observe others rights, feelings and thoughts and be able listen to and act upon these in a supportive and respectful way. |
| **Secure**  **(Evaluating)** | To take into consideration and prioritise all the relevant factors and opinions needed to improve performance. | To be able to express ideas confidently and clearly in group situations showing clear subject knowledge and use of appropriate terminology | To be able to reflect on challenging criticism from staff and peers in a positive way and accept advice on how to move forward. | To work effectively and begin to take ownership of my own and others learning through varied roles | To express ideas confidently and clearly in a variety of group settings | To listen to and challenge others point of view or actions in a respectful way |
| **Developing**  **(Applying)** | To regularly act upon internal and external feedback to develop learning and improvement in performance. | To use both verbal and non-verbal communication skills when leading others in a physical activity. | To demonstrate a determined attitude when learning a new skill or experiencing a new activity | To listen to others and take responsibility within a group to achieve desired outcomes | To have the confidence to work with others outside of my friendship group expressing ideas and thoughts clearly | To respect the views, actions, feelings and rights of others outside my friendship group |
| **Emerging**  **(Identify)** | To be able to identify areas of strength and development in my own and others learning. | To respond both verbally and non-verbally to instructions and be able to question for clarification and make suggestions for progress | To listen to and act on advice from staff which may direct you on a different pathway | To contribute to the success of each lesson through regular attendance, correct kit and a safe and responsible attitude. | To take part in physical activity with growing belief and the confidence to work with others | To enable learning to take place by respecting oneself, facilities, equipment and the rights of everyone within the learning environment. |