

Teaching and Learning Content: PE
Year Group: 9
Spring Term – Individual & aesthetic sports



<p>Topics:</p> <ul style="list-style-type: none"> Individual & aesthetic activities (dance, gymnastics & fitness) 	
<p>Home Learning: Create a circuit session which would be suitable for a handball player.</p>	
<p>Key Questions:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> Explain the difference between a point and patch balance. Describe stage 2 of a handspring vault. <p>Dance:</p> <ul style="list-style-type: none"> Where does line dancing originate from? What era was the jive a popular style of dance? <p>Fitness:</p> <ul style="list-style-type: none"> Identify 3 types of moves in boxercise. What combination of dances is Zumba? 	<p style="text-align: center;">Diagnosis</p> <ul style="list-style-type: none"> Ongoing throughout the lessons addressing any incorrect techniques and decision-making choices in both isolation and competitive situations.
	<p style="text-align: center;">Therapy</p> <ul style="list-style-type: none"> Incorrect technique identified and corrected throughout the unit of work. Scaffolding provided to build the skill from isolated practice into competitive conditions.
<p>Students will:</p> <ul style="list-style-type: none"> Try their best in all lessons. Lead elements of a warm up within their lessons. Identify the use of basic skills and apply them to a sequence of moves. Use key terminology specific for each sport. Demonstrate sport specific skills, with good technique most of the time. Explain the importance of different types of training and how they can positively impact the body. Shows resilience when faces with challenges. Support my peers and show respect for everyone in the lesson at all times. 	<p style="text-align: center;">Testing</p> <ul style="list-style-type: none"> Assessment is ongoing throughout the unit of work with final bands decided in final lesson where skills are completed both in isolated drills and competitive situations.

Teaching and Learning Content: PE
Year Group: 9
Spring Term – Invasion games



<p>Topics:</p> <ul style="list-style-type: none"> Invasion games (football, netball, handball, rugby, basketball) 	
<p>Key Questions:</p> <p>Football:</p> <ul style="list-style-type: none"> Describe the difference between a volley and a half-volley. What formations can be used in an attack? Ext. How can they create an advantage for the attacking team? <p>Netball:</p> <ul style="list-style-type: none"> What is the advantage of creating set plays from a centre pass? What umpiring decision would be made if a player bumps into another player when trying to intercept a pass? <p>Handball:</p> <ul style="list-style-type: none"> Which component of fitness is most important for a goalkeeper? Identify 1 rule in handball and explain the consequence if the player breaks that rule. <p>Rugby:</p> <ul style="list-style-type: none"> Which component of fitness is most important for a scrum half and justify your answer. When might a set play be beneficial for the attacking team? <p>Basketball:</p> <ul style="list-style-type: none"> Explain the coaching points for a lay up What is a triple threat? Why is a fast break beneficial for the attacking team? 	<p>Diagnosis</p> <ul style="list-style-type: none"> Ongoing throughout the lessons addressing any incorrect techniques and decision-making choices in both isolation and competitive situations.
	<p>Therapy</p> <ul style="list-style-type: none"> Incorrect technique identified and corrected throughout the unit of work. Scaffolding provided to build the skill from isolated practice into competitive conditions.
<p>Students will:</p> <ul style="list-style-type: none"> Lead elements of a warm up within their lessons Identify the use of basic skills in isolation and competitive environments and be able to complete them with some consistency. Use key terminology specific for each sport. Start to make decision which will benefit my team and be able to apply these in competitive situations. Demonstrate sport specific skills, with good technique most of the time. Shows resilience when faces with challenges. Support my peers and show respect for everyone in the lesson at all times. 	<p>Testing</p> <ul style="list-style-type: none"> Assessment is ongoing throughout the unit of work with final bands decided in final lesson where skills are completed both in isolated drills and competitive situations.