



PE - Year 10 – Unit Table Tennis

Sequence 1: Learning Objective: Push shot and gameplay recap, backhand/forehand topspin

Lesson 1: To be able to perform basic push shot using the correct grip and technique. To appreciate how to outwit opponents with movement of the ball & spin. To understand the value of co-operation & teamwork.

Lesson 2: To be able to accurately replicate topspin shot. To describe and confidently understand the effect of topspin on a ball's flight & bounce. To begin to develop strategic and tactical play during a rally.

Formative Assessment and Homework: Develop and lead own warm ups to be skill related to develop skills. Pupils to attend extra-curricular table-tennis

Sequence 2: Learning Objective: Slice & serve

Lesson 3: To be able to accurately replicate a slice shot. To develop an understanding of shot selection based on oppositions movement. To confidently describe the effect of slice on the ball's flight & bounce.

Lesson 4: To perform and replicate a legal serve with control, accuracy & variation. To begin to develop the use of spin on service. To develop the skill of outwitting an opponent using disguise of shot. To be able to accurately replicate shots in a small sided game implementing strategies and tactics to gain an advantage. To confidently score and officiate a doubles game

Formative Assessment and Homework: To demonstrate the ability to score a game & outwit an opponent in a singles/doubles game situation using the appropriate skills and techniques.

Sequence 3: Learning Objective: Doubles tactics & assessment

Lesson 5, 6 & 7: To develop their understanding and knowledge of outwitting strategies during game play. To understand and appreciate the need to make decisions about choice of strategy & shot depending on whether attacking or defending. To develop teamwork and cooperation skills. To be able to assess & evaluate own performance and weaknesses.

Big Picture

AIM: In this unit pupils focus on developing basic principles of attack and defence and an understanding of the difference between singles and doubles. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Individual/Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge, KS3 experience and extra-curricular.
- All pupils encouraged to attend extra-curricular table-tennis and to watch at home to become more knowledgeable with table-tennis terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra-curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, covering, delaying, moving feet, watching the ball, following through*
- Collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 10 – Unit Handball

Sequence 1: Learning Objective: Timing & use of space, support play & tactical subs

Lesson 1: To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition consistently. To utilise space for attacking opportunities

Lesson 2: To be able to outwit opponents using a variety of passes with accuracy and timing. To be able to move accurately into a space to receive a well-timed pass. To develop their understanding of strategic and tactical play to gain advantage over opposition ie making subs during different phases of play.

Formative Assessment and Homework: Warm ups to be skill related to recap and develop skills.

Sequence 2: Learning Objective: Attacking a defensive unit

Lesson 3: To refine shooting technique. To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition ie any defensive weakness.

Lesson 4: To accurately replicate defending skills to restrict opposition, deny shooting opportunities and intercept any passes sent towards them. To be able to outwit opponents using learnt defending skills and techniques.

Formative Assessment and Homework: Homework lesson 4 to design a warm up aimed at recapping or developing a previously learned skill. Prepare to lead in class.

Sequence 3: Learning Objective: Development of tactics, Officiating & Assessment

Lesson 5: To understand and know handball rules. To be able to apply these rules as an official in a full game.

Lesson 6 & 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils to show their knowledge and understanding of the rules in handball. To show the ability to improve their own quality of technique through self assessment.

Formative Assessment and Homework: To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for handball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from KS3.
- All pupils encouraged to watch handball at home to become more knowledgeable with handball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 10 – Unit Football

Sequence 1: Possession and ball control

Lesson 1: Keeping possession - To be able to perform basic skills to retain ball possession. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition.

Lesson 2: To understand the importance of width, overlapping and playing into space in order to attack.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular Football and to be encouraged to join a local club.

Sequence 2: Shooting and tournament organisation

Lesson 3: To understand and perform attacking principles and strategies found in Football e.g. shooting low and with accuracy.

Lesson 4: To create and run small sided games in a tournament format. Pupils will make decisions and plan tournament layout encouraging creativity.

Formative Assessment and Homework: To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Sequence 3: Organising a tournament & refereeing

Lesson 5: To understand the importance of effective communication with others. To create and run small sided games in a tournament format.

Lesson 6: To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Formative Assessment and Homework: The pupils are to develop their knowledge and understanding of the rules in football. Demonstrate knowledge of health and diet.

Big Picture

AIM: Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Yr 9 in school.
- All pupils encouraged to attend extra-curricular Football, to watch Football at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra-curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



Big Picture

AIM: Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.

- Team sport, used as team sport assessment in Sports Studies.
- Unit used to build upon prior knowledge from KS3.
- All pupils encouraged to attend extra-curricular netball, to watch netball at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.
- Pupils to understand how exercise has a positive effect on their physical, social, and mental well-being.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra-curricular
- Demonstrations of previous learning.

Sequence 1: Learning Objective: Attacking principles and outwitting opposition

Lesson 1: To demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. To perform skills in a small sided game making decisions about how best to advance on opposition.

Lesson 2: To be able to outwit opponents using a variety of passes with accuracy and good timing. To be able to make decisions about sending and receiving the ball into a space.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club. Pupils to understand the benefits of exercising with friends.

Sequence 2: Learning Objective: Defending principles

Lesson 3: To effectively develop defensive marking techniques. To accurately replicate set plays from the centre circle to outwit opponents.

Lesson 4: To outwit opposition when applying defending principles and when devising game plans. To replicate advanced defensive skills on and off the ball in practice and within the game

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club. Pupils to understand the benefits exercise has on their mental health.

Sequence 3: Learning Objective: Tactics and team play

Lesson 5: To be able to select advanced tactics to outwit opposition. To adapt game plans in response to the opposition and the state of the game.

Lesson 6: To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams. The pupils are to develop their knowledge and understanding of the rules in netball.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club. Pupils to understand the benefits exercise has on their social development.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs.
- Transferrable multi-skills