



PE - Year 11 – Unit Health & Fitness

Sequence 1: Learning Objective: Exercising with specialist equipment

Lesson 1: To complete a step aerobics lesson. Pupils to have an understanding of correct terminology, be able to demonstrate a variety of actions, and in groups design their own sequence. Pupils will have knowledge on why Health and Fitness have a positive effect on physical, emotional and social health.

Lesson 2: To create then complete a HIIT session working on full body cardio. Pupils will demonstrate knowledge on muscles used, a detailed warm up and cool down and why this is important. To know the different types of training.

Sequence 2: Learning Objective: Exercising without specialist equipment

Lesson 3: To complete a circuit lesson. Pupils to have an understanding of how they can use home appliances to replicate circuit at home. To know the benefits of using a circuit and what is meant by a rep and a set.

Lesson 4: To complete a CrossFit lesson. Pupils to have an understanding of correct terminology, be able to demonstrate a variety of exercises varying in difficulty. Pupils to understand the benefits of CrossFit.

Sequence 3: Learning Objective:

Lesson 5: To complete an interval training session. Pupils to have an understanding of the physical benefits of participating in interval training. To understand the term 'aerobic'. Pupils to understand how interval training can be completed at home with no equipment.

Lesson 6: To complete a walk and talk sessions throughout the term in order to build communication and social skills. Pupils given the opportunity to clear the mind, to use stretching to relax the body, and to leave the lesson and feel the benefits of relaxation techniques. Pupils encourage to start a healthy pattern of relaxation at home.

Formative Assessment and Homework: It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. To develop the confidence and interest of our pupils to get involved in exercise, sports and activities out of school and in later life.

Big Picture

AIM: Pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.

- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.
- An activity they are likely to take up after school.
- An opportunity to develop ways to improve fitness at home.

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
- Trips
 - Encouraged to join a local gym, park run to improve their fitness
- Encouraged to read 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 health and fitness. 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.
- Demonstrations of previous learning.
- Pupils to have the opportunity to select and health and fitness activity they want to learn more about.

Progression Model:

Through the activities in this unit pupils will be able to understand, use words relating to:

- tactics, e.g. *Pace, Speed, Recovery, Fatigue, Lactic acid*
- preparation, e.g. *warming up, cooling down, Muscle names*

Speaking and listening – through the activities pupils could:

- Collaborate with others to share information and ideas, and solve problems



PE - Year 11 – Unit Football

Sequence 1: Possession and ball control

Lesson 1: Keeping possession - To be able to perform basic and advanced skills to retain ball possession. To understand the benefits of strategic and tactical approaches to outwit the opponent. To demonstrate 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. To be able to outwit opponents using dummies & fakes at speed and with accuracy.

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. To be able to perform angled shots to outwit opponents and disguise attacking strategies.

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. Pupils will make decisions and plan tournament layout encouraging creativity.

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. To demonstrate knowledge and understanding when refereeing a game of Football.

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



PE - Year 11 – Unit Netball

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 a clear knowledge & understanding of netball rules. 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 develop & refine strategic and tactical play and adapt ideas based on successful outcomes. 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. To develop creative thinking when implementing tactical play. To be able to adapt set patterns of play if needed depending on previous outcomes.

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. To encourage effective decision making and to develop the skill of anticipation.

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. To be able to evaluate tactical outcomes and consider how to improve performance.

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. To develop an analysis of performance – role of team captain on the court, planning team ‘plays’ from the sideline, tactical awareness (players positioning).

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



PE - Year 11 – Unit Badminton

Sequence 1: Recap Badminton Basics and develop Overhead Clear

Lesson 1: To be able to demonstrate & use the correct grip and use of basic shots. To appreciate how to outwit opponents with movement of the shuttle.

Lesson 2: Develop Overhead Clear. To perform and replicate overhead clear with control, power and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate learnt shots in a small sided game implementing strategies and tactics

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

Sequence 2: Serving Long & Short and Backhand Clear

Lesson 3: To know and understand the rules of service. To be able to accurately replicate short and long serves. To outwit opponents using a variety of serves based on opposition's strength.

Lesson 4: To be able to accurately replicate backhand clear shot. To understand the importance of movement and preparation for an effective connection. To develop accuracy in shuttle direction. To develop understanding of how to adjust shot selection based on opponents positioning.

Formative Assessment: To demonstrate the ability to outwit an opponent in a game

Sequence 3: Doubles and Singles game play

Lesson 5: 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 depending on whether attacking or defending

Lesson 6: To develop their knowledge and understanding of the rules in badminton. To know and understand the importance of communicating and identifying opponents strengths and weaknesses.

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: To be able to identify the distinct differences of doubles and singles. 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 Badminton. 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 extra-curricular and Yr 9.
- All pupils encouraged to attend extra-curricular Badminton and to watch Badminton at home to become more knowledgeable with Badminton 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



PE - Year 11 – 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 11 – Unit Tchoukball

Big Picture

AIM: Pupils will explore a new sport using prior knowledge from previous sport. They will focus on developing 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, developing prior skills.
- Unit used to introduce a new team sport.
- All pupils encouraged to watch Tchoukball at home to become more knowledgeable with Tchoukball terminology.
- Improve social, physical, and mental well-being
- To allow pupils to build upon their social development through a new sport, whilst gaining new knowledge.
- 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.
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps to gain a higher level of understanding.

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.
- Use of ICT to analyse performance.
- Extra- curricular.
- Demonstrations of previous learning/prior learning from other topics.

Sequence 1: Learning Objective: Attacking principles and outwitting opposition

Lesson 1: To demonstrate various throwing and catching skills using a Tchoukball ball and apply knowledge from other topics (i.e: Netball). To understand and display the basic rules of a Tchoukball game.

Lesson 2: 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.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to research the basic rules of Tchoukball, watch videos to develop a better understanding for the game. Pupils to understand the benefits of exercising with friends.

Sequence 2: Learning Objective: Defending principles

Lesson 3: To demonstrate various throwing skills towards the rebound goals in order to score (bounce out of the area). To effectively develop defensive techniques towards the goal (blocking the ball – not the person/catching rebound).

Lesson 4: To be able to select advanced tactics to outwit opposition using shots and penalties in game play. To adapt game plans in response to the opposition and the state of the game.

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

Sequence 3: Learning Objective: Tactics and team play

Lesson 5: To perform with accuracy the jump shots with speed, height and distance to outwit opposition when applying attacking principles and when devising game plans (jumping into area).

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 Tchoukball game play (following rule book, when needed).

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in Tchoukball outside of school, whether that be online or an additional 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 on the ball, finding and using space, changing speed, being direct, delaying, moving feet, watching the ball, following through, movement with the ball (steps), timing of holding.*
- 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 based on a new sport.
- Transferrable multi-skills.



Scheme of Learning: Rugby

Year: 11 Unit: Invasion games

Sequence 1:	Sequence 2:	Sequence 3:	Sequence 4:
<ul style="list-style-type: none">• Baseline assessment – assessing prior knowledge of rugby skills, rules, and positions.• Pupils will lead their own Warm Up activities – using the 5 stages (specifically the skill stage)• To begin to identify the advanced skills used in rugby.• To assess pupil’s knowledge of the rules of rugby league• To improve physical, mental, and social well-being during high levels of activity within all lessons	<ul style="list-style-type: none">• Pupils will focus on developing more advanced skills and apply them in game situations to outwit opponents. (Teacher led)• To develop the use of both attacking and defensive tactics/strategies (Blitz defence)• To assess pupil’s knowledge of positions in rugby league and their roles within a team• To identify the positive and negatives of each tactic• More focus on the physical benefits of participating	<ul style="list-style-type: none">• Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. (Pupil led)• Also, pupils to take on other roles as officials, organisers, coaches.	<ul style="list-style-type: none">• To understand the importance of communication with others when performing, officiating, or coaching.• Develop knowledge of own strengths and areas of improvement within rugby.• To demonstrate the ability to outwit opponents using core, advanced skills and tactics and strategies.• To be able to apply the correct knowledge and skill to a given rugby league scenario.



Scheme of Learning: Rugby

Year: 11 Unit: Invasion games

Interleaving:	Deeper Learning:	Formative Assessment:
<p>Warm up & cool down.</p> <p>Key basketball terminology</p> <p>Performance of Fitness Skills</p> <p>Analysis skills</p> <p>Personal skills – Motivation, Leadership Communication</p>	<p>Experience of advanced basketball skills and terminology</p> <p>To self-assess and peer-assess, identifying strengths and areas of improvement.</p> <p>Tactics and strategies of basketball – including the positives and negatives of each.</p> <p>Accessing extra-curricular club links</p> <p>To have a deep understanding of the rules of basketball – able to officiate a game.</p> <p>Clear communication with others when performing, coaching and officiating.</p> <p>To understand the importance of sport for health and fitness. Understanding the short and long term effects of exercise of Physical, Social and Mental well-being.</p>	<p>Practical assessment when performing, officiating, and coaching.</p> <p>Use of skill and technique in the knowledge to proceed</p>