



# SUNNYDOWN SCHOOL

## PE CURRICULUM PLAN

Subject	PE	Year group	Y9
<b>Subject Intent</b>	<p>In Year 9 We aim to develop an enjoyment of sport and physical activity which we hope will encourage the students to participate in activities outside of and beyond school. We strive to provide fun, differentiated lessons that enable all students to engage, succeed and be challenged in their learning. Alongside opportunities to further develop motor skills and positive interactions we introduce the students to the power of sport and physical activity with a focus on developing their leadership skills. Schemes of work including 'Attitudes and Behaviours of a Leader', 'Effective Teams', 'Self-reflection' and 'Power of Positivity' will support students to understand their own leadership qualities and experience what makes an effective leader. Throughout Year 9, students will consider their suitability for choosing GCSE PE as an option in Key Stage 4. Our spiralled approach builds upon prior learning, always aware of the gaps that might emerge as physical maturity begins to play a part at different points through a child's development.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
<b>Autumn 1</b>	Basketball	<p>Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and develop advanced basketball skills consistently applying a greater accuracy and higher quality of technique. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Students will be afforded opportunities to develop their leadership skills and discuss the qualities of an effective leader. Students will also analyse their and others performance to support their transition to GCSE PE.</p>	<ul style="list-style-type: none"> <li>● Passing</li> <li>● Dribbling</li> <li>● Defending (Individually and as part of a team)</li> <li>● Shooting</li> <li>● Disguise</li> <li>● Set shot</li> <li>● Lay up</li> <li>● Rebounding</li> <li>● Boxing out</li> <li>● Positions/roles within a team</li> <li>● Outwitting an opponent</li> </ul>	<p><b><i>Building on.....</i></b> Pupils will build on the movement, transferable and sports specific skills, such as the lay-up and types of pass in basketball in previous years.</p> <p><b><i>Building towards...</i></b> Confident and competitive sportsmen who are able to engage in and enjoy Inter-House and Inter-School competitions. Some students potentially join a local club to continue to enjoy activity</p>

				beyond school. For students opting to take GCSE PE it will support their practical assessments.
<b>Autumn 2</b>	Badminton	<p>Students will experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition.</p> <p>Students will select and apply skills such as forehand, backhand, net and overhead strokes/shots in game situations in order to achieve positive outcomes making adjustments where required.</p> <p>Students will use information gained from feedback to improve performance in game contexts and in personal technique. They will contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching.</p>	<ul style="list-style-type: none"> <li>● The ready position</li> <li>● The clear</li> <li>● Smash</li> <li>● Drop shots</li> <li>● Disguise</li> <li>● Singles play/tactics</li> <li>● Doubles play/tactics</li> </ul>	<p><b>Building on.....</b> Skills and understanding of game play developed in Y7 &amp; 8.</p> <p><b>Building towards...</b> Confident application of skills and strategy in gameplay. The ability to analyse their and others performance offering constructive feedback and advice. An understanding of how to perform different roles such as officiating and coaching.</p>
<b>Spring 1</b>	Gymnastics	<p>Pupils should be able to accurately replicate balance, rotation and flight based movements. Pupils will be encouraged to be creative with their performance. Pupils will be able to demonstrate correct take off and landing technique, as well as a clear body shape whilst airborne. They will start to sequence and apply movements, agility and balances individually and as part of a paired/group performance. Pupils will select, combine and perform skills; actions and balances demonstrating varied levels of creativity.</p> <p>Students to discuss the components of fitness required to perform gymnastics to a high level and what methods of training they could use to develop those components</p>	<ul style="list-style-type: none"> <li>● Balance</li> <li>● Strength</li> <li>● Power</li> <li>● Flexibility</li> <li>● Fluency</li> <li>● Control</li> <li>● Symmetry</li> <li>● Aesthetic appreciation</li> <li>● Sequencing</li> <li>● Travel</li> <li>● Flight</li> <li>● Landing</li> </ul>	<p><b>Building on.....</b> Skills, techniques and understanding of movement developed in KS2, Y7 &amp; Y8</p> <p><b>Building towards...</b> The confidence to attempt more advanced skills and to be creative with performances in Y9. Developing their leadership, communication and analytical thinking skills.</p>

<p><b>Spring 2</b></p>	<p>Health and Fitness</p>	<p>The students will build upon their focused H&amp;F lessons from Year 8 and recap on language and knowledge learnt. More emphasis on technical language and understanding one's own body and how it responds to exercise, particularly as the body changes through puberty.</p>	<ul style="list-style-type: none"> <li>● Components of fitness recap</li> <li>● Body systems</li> <li>● Fitness testing</li> <li>● Measuring fitness</li> <li>● Circuit design</li> <li>● Understanding own performance S&amp;W</li> <li>● Leadership opportunities</li> <li>● Different types of training (interval, fartlek, circuit)</li> <li>● Heart Rate Circuit</li> <li>● Target setting</li> </ul>	<p><b>Building on.....</b> Students will build on the knowledge included in Year 8 and the understanding of the different aspects of fitness. These can be linked into the different body systems which can link across to Science.</p> <p><b>Building towards...</b> The students will have some knowledge of the links between exercise, training, improvements in health and performance to prepare themselves for higher levels of sport if they are interested or in maintaining a healthy lifestyle. Know;deg and language will provide a good grounding for GCSE PE and aspects of Science.</p>
<p><b>Summer 1</b></p>	<p>Tennis</p>	<p>Pupils will be able to select and apply forehand, backhand and overhead strokes/shots in game and conditioned game situations in order to achieve particular outcomes and make adjustments where required; Pupils will experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan to achieve positive outcomes. Students to discuss the components of fitness required in Tennis and the methods of training that would enable them to develop these areas.</p>	<ul style="list-style-type: none"> <li>● Grips</li> <li>● Stance</li> <li>● Ground strokes</li> <li>● Forehand</li> <li>● Backhand</li> <li>● Volley</li> <li>● Serve</li> <li>● Spin</li> <li>● Outwitting opponents</li> </ul>	<p><b>Building on.....</b> Students will further develop motor skills related to striking, timing and hand eye co-ordination and other transferable skills introduced in KS2 and Year 7.</p> <p><b>Building towards...</b> Confident and competitive sportsmen who are able to engage in and enjoy Inter-House and Inter-School competitions. Some students potentially join a local club to continue to enjoy activity</p>

				beyond school. For students opting to take GCSE PE it will support their practical assessments.
<b>Summer 2</b>	Athletics	Pupils will be able to explain the different demands of various events; demonstrate good technique in chosen events; plan appropriate warm ups and stretches for the events; discuss basic training methods for specific events linked to the components of fitness and methods of training; analyse their and others performance, identifying and communicating priorities for improvement; use their initiative to take corrective action.	<ul style="list-style-type: none"> <li>● Sprinting</li> <li>● Middle distance (pacing)</li> <li>● Shot Putt</li> <li>● Javelin</li> <li>● High Jump</li> <li>● Long Jump</li> </ul>	<p><b><i>Building on.....</i></b></p> <p>Students will further develop motor competencies related running, throwing and jumping and other transferable skills that relate to components of fitness established in the KS2 and Y7</p> <p><b><i>Building towards...</i></b></p> <p>Successfully engage with competitive opportunities such as Inter-House, Inter-School and local clubs.</p> <p>It will help to prepare students wanting to study GCSE PE at KS4.</p>