

Year group: Nine		Subject: P.E.		
Term 1 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Challenges	<p>Pupils understand and explore using</p> <ul style="list-style-type: none"> • Different forms of Communication - verbal & non-verbal. • Tactics - planning and evaluating their effectiveness. • Other senses in communication in sport. • Clear instructions. 	<p>Following the extended break over the summer this unit of work provides the opportunity to revisit to revisit the expectations, rules and routines that are specific to the P.E. learning environment and for pupils to re-establish good working relationships with their peers.</p> <p>Working in mixed ability groupings throughout this unit of work is designed to further develop their awareness of the differing needs and challenges of their peers and the need to consider this in order to work effectively together. Considering the use of different senses in communication and in activities, such as Goalball, similarly promotes this awareness of the additional challenges faced by some of their peers, people in wider society and top class athletes. Developing respect, understanding and empathy for others links closely with and supports the Emotion and Behaviour strands of the PSHE and Citizenship curriculum.</p> <p>Pupils will participate in a wide range of activities in which they will need to use</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>

		<p>different types of communication – verbal and non-verbal – and will also identify their use in our everyday lives and top level sport. Providing pupils with opportunities to consider and practise using non-verbal communication is designed to help pupils to identify and correctly interpret non-verbal cues, and therefore develop their social interaction. This links closely with and supports the communication and interaction aspects of the whole school curriculum.</p> <p>Pupils will also have opportunities to consider and practise using non-verbal communication within a range of activities, enabling them to become effective team players.</p> <p>The concept of Tactics is introduced at this stage and pupils are given opportunities to plan, perform and evaluate their tactics in a number of activities that, whilst competitive, are not reliant on a high level of sport specific skills. This enables the pupils to focus on implementing the tactics that they have devised, evaluate their efficacy and revise as appropriate, without a break down in skill being a factor.</p>		
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Term 2 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Fitness for Life	<p>Pupils understand</p> <ul style="list-style-type: none"> • The concept of Health Related Fitness. • The importance of Warming-up • How to Warm-up safely and effectively • Hydration • The fundamentals and importance of Cardio-Vascular exercise. 	<p>This unit is designed as introduction to Health and Fitness, providing pupils with an understanding of the fundamental principles of exercising for health. This provides the foundations for the ASDAN Health and Fitness and BoxFit units of work in years 10 and 11. The principles introduced in year 9 will be revisited and further developed in future years, ensuring that they are embedded.</p> <p>Nationwide the amount of physical activity that Year 9 pupils participate in often diminishes, due to them participating in less active play. Therefore, introducing exercise for fitness at this point is designed to provide pupils with the skills and confidence necessary to stay active in an age appropriate way. (Pupils who do participate in regular sport will be encouraged to understand the performance benefits for them of improved cardio-vascular fitness within the concept of their chosen sport). Providing pupils with opportunities to develop their confidence in the fitness environment is a key step on the</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	

		<p>pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p> <p>Throughout the unit pupils will be helped to recognise when they are feeling too hot or thirsty and the appropriate actions (removing outer layers, opening windows, getting a drink). Pupils will be encouraged to take these actions independently, rather than waiting for a cue or instruction from a member of staff (as they will have done in previous years) therefore developing their ability to self-regulate. This links with and supports the self-care and independence aspects of the whole school curriculum.</p> <p>Sadly, some of our pupils have experienced serious health issues and, consequently, may have anxieties relating to this. For some of these pupils the feeling of being "out of breath" is something that may make them feel anxious and therefore avoid. It is essential therefore that we enable pupils to experience and recognise the effects of cardio-vascular work - specifically increased heart and breathing rate - and understand that this is a healthy response to exercise</p>		
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		<p>with long term health benefits. This links with and supports the self-care and independence aspects of the whole school curriculum.</p> <p>Pupils will be working indoors for the majority of this unit of work which helps to develop an understanding of the link between the seasons/weather and the types of sports we play. This provides the opportunity to revisit the concept of "seasonal activities" and therefore links to sport in the wider world.</p>		
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Year group: Nine Subject: P.E.				
Term 3 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Principles of Invasion Games	<p>Pupils understand and experience</p> <ul style="list-style-type: none"> Three categories of games Invasion, Striking & Fielding and Net/Wall Games. 	<p>By this stage in year 9 pupils have completed units of work on Football and Tag Rugby, in addition to and sports played in previous settings and/or outside of school. The intention of this unit therefore is for pupils to be able to identify and understand the key principles of Invasion Games and understand how to apply these in a range of other Invasion Games.</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral-</p>

	<ul style="list-style-type: none"> • The differences between these 3 types of game. • Similarities and differences between different Invasion Games when travelling with the ball, passing, scoring etc. • Participating in an Invasion Game. 	<p>This unit of work will also provide opportunities to revisit and further develop the concept of Tactics (as introduced in Term 1) with pupils being encouraged to plan, execute and review the efficacy of tactics within Invasion games.</p> <p>Pupils will have the opportunity to further develop their understanding of these principles and apply them to a new (to most) Invasion game, Basketball, in term 4.</p> <p>This will provide pupils with the basic understanding of all Invasion games, and help them to develop the necessary confidence, that will enable them to join an inclusive sports club in the community. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards inclusive community sports clubs, which the school has established links with.) Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p>		<p>Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
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		Within lessons discussions around current sporting competitions (Invasion Games) such as the 2024 Rugby Union Six Nations and the F.A. Cup will raise awareness and provide the opportunity to develop pupils' Cultural Capital.		
Term 4 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Basketball	<p>Pupils understand the fundamental rules of Basketball.</p> <p>Pupils develop the fundamental skills of Basketball</p> <ul style="list-style-type: none"> • Different passes. • Dribbling • Stealing possession • The set shot 	<p>This unit of work provides pupils to revisit and further develop the Ball skills learnt in year 8 in the context of a specific sport. Revisiting skills, in a number of different games/contexts provides the opportunity for pupils to understand how the same skill can be applied in different games. Re-visting fundamental skills such as passing also enables pupils to develop their technique and, over time, for this to become embedded.</p> <p>The fundamental skills of the game will be revisited and further developed in Basketball/Wheelchair Basketball units of work in KS4.</p> <p>Throughout the unit reference to the "Principles of Invasion Games" unit will be made with the intention of helping the pupils understand these principles in</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	

		<p>the context of a specific sport – Basketball. This unit of work will also provide opportunities to revisit and further develop the concept of Tactics (as introduced in Term 1) with pupils being encouraged to plan, execute and review the efficacy of tactics within small sided games.</p> <p>Teaching Basketball specific skills will provide pupils with the basic understanding of the game, the fundamental skills and the necessary confidence, that they will need in order to join an inclusive Basketball club outside school. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p> <p>Furthermore teaching Basketball at this point in Year 9 provides the opportunity to build confidence to prepare pupils to participate in Inter school competitions/festivals, such as the Bristol Bears Inclusive Basketball Festival.</p>		
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Year group: Nine		Subject: P.E.		
Term 5 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Athletic Activities.	<p>Pupils further develop their understanding of</p> <ul style="list-style-type: none"> The rules of specific Athletic Activities. The safety considerations of specific Athletic Activities. The three distinct Athletic areas - Running, Jumping, Throwing - and individual disciplines. <p>Pupils will experience</p> <ul style="list-style-type: none"> Participation in a range of Athletic disciplines, across the three areas. Preparation for participation in an intra (or inter) school festival/competition. 	<p>Focusing on the safety rules specific to Athletic Activities will help to reinforce and embed the basic rules and routines relating to PE, and the concept that rules may vary in differing situations/ environments. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>The fundamental athletic skills, learnt in previous years, will be revisited and applied to a wider range of athletic disciplines, enabling pupils to gain a better understanding of the variety of events included in the sport of Athletics. Moreover it will provide pupils with an understanding that the fundamental skills and principles can be applied in different contexts and opportunities to experience this.</p> <p>Revisiting and developing the basic athletic skills at this time will provide pupils with a deeper understanding of the sport, the fundamental skills and the necessary confidence, that they will need in order to join an inclusive community Athletics club. This links</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>

		<p>closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards a local inclusive community Athletics club, which the school has established links with.)</p> <p>Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p> <p>Teaching Athletic Activities at this stage in the year will help to develop understanding of the concept of "seasonal activities" and therefore links to sport in the wider world.</p> <p>Furthermore this provides the opportunity to prepare pupils to participate in Intra & Inter school festivals (early in term 6) such as the whole school Sports Day & the Festival of Youth Sport.</p> <p>Raising pupil awareness of the upcoming Paris 2024 Olympics and Paralympics gives the opportunity to develop pupils' Cultural Capital.</p>		
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Term 6 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Striking and Fielding Games.	<p>Pupils will develop their ability to perform key skills of Cricket with increasing accuracy, including</p> <ul style="list-style-type: none"> • Overarm throwing • Underarm throwing/ Bowling • Catching • Striking the ball <p>Pupils will develop their understanding of</p> <ul style="list-style-type: none"> • The role of fielders • Placement of fielders • The role of officials <p>Pupils will experience applying their skills in a game situation.</p>	<p>Focusing on safety rules specific to Striking & Fielding Games at this point will continue to reinforce the basic rules and routines relating to PE, and the concept that rules may vary in differing situations/ environments, so that in time they become embedded. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>Pupils will have the opportunity to further develop the fundamental skills involved in batting, bowling and fielding and to improve their accuracy and ability. Therefore it is essential that pupils have learned these basics, prior to this unit of work, in order to successfully participate in striking & fielding games. Furthermore, applying these skills in a competitive game situation gives the opportunity to reinforce this learning.</p> <p>Working in small sided teams and beginning to undertake specific roles within those teams and as officials, will provide pupils with opportunities to practice and further develop their communication and cooperation skills.</p>	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory 	

		<p>This unit of work will also provide opportunities to revisit and further develop the concept of Tactics (as introduced in Term 1) with pupils being encouraged to plan, execute and review the efficacy of tactics within small sided games. Pupils will also be encouraged to recognise strengths in themselves and others, when considering different roles within their teams. This closely links with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Teaching Striking & Fielding Games at this point helps to develop understanding of the concept of "seasonal activities" and therefore links to sport in the wider world.</p> <p>Teaching Cricket specific skills will provide pupils with the basic understanding of the game, the fundamental skills and the necessary confidence, that they will need in order to join an inclusive Cricket club. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards inclusive community Cricket clubs, which the school has established links with.) Regular</p>		
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		<p>participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p>		
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