

# YEAR 10 CURRICULUM PLAN FOR PHYSICAL EDUCATION – Striving and Thriving in Physical Education



TOPIC	KEY LEARNING	ASSESSMENT
Volleyball	<ul style="list-style-type: none"> <li>Recap fundamental skills learnt at KS3 such as volley, dig and serve.</li> <li>Game play and officiating</li> <li>Develop skills to improve overall performance and demonstrate core skills learnt</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback
Trampolining	<ul style="list-style-type: none"> <li>Recap on health and safety</li> <li>Consolidate skills learnt in KS3, develop more advanced skills</li> <li>Increase difficulty of routines</li> <li>Continue to develop analytical and coaching skills to help their own and other performances</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Football	<ul style="list-style-type: none"> <li>Recap fundamental skills learnt at KS3</li> <li>Demonstrate existing knowledge through games.</li> <li>Game play and officiating</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback
Dodgeball	<ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition</li> <li>Refine their throwing technique to further utilise whole body, and dodging ability in order to become less predictable</li> <li>Reflect on their skill set and their performances during matches and identify their strengths and weaknesses in order to develop into a stronger player</li> <li>Take on other roles such as leader, coach, umpire</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Rounders/ cricket	<ul style="list-style-type: none"> <li>Recap skills for KS3 and develop advanced skills</li> <li>Analysing strengths and weaknesses within a team and selecting roles and formations accordingly</li> <li>Game play and officiating</li> <li>Develop the range of tactics and strategies to overcome opponents in direct competition</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Dance	<ul style="list-style-type: none"> <li>Develop different dance routines with an aim to develop coordination, rhythm, fitness and flexibility.</li> <li>Group dances develop teamwork, communication and cooperation.</li> <li>Develop analysis skills to help with performances and suggest ways to improve.</li> <li>Develop choreography with leadership skills</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Athletics	<ul style="list-style-type: none"> <li>Develop leadership in warmups and basic coaching, officiating and recording</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal

	<ul style="list-style-type: none"> <li>• Compare performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Continue to develop advanced techniques for throwing events</li> <li>• Relays - competition to apply tactics accordingly</li> </ul>	feedback/ self-assessment/ peer assessment/ times, scores, comparison against others
Invasion games	<ul style="list-style-type: none"> <li>• The effects of switching play in attack.</li> <li>• Skill and tactical development</li> <li>• Principles of attack and defence</li> <li>• Challenge cognitive skills through decision making</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition</li> <li>• Develops skills, rules tactics and strategies Roles –performer, leader, coach, Umpire</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Badminton	<ul style="list-style-type: none"> <li>• Racket and court familiarisation and basic skills</li> <li>• Basic skills including serves, smash, net play, drop shot</li> <li>• Moving the opponent around the court</li> <li>• Development of tactics</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment

Pupils following the Core PE route continue to follow a broad and balanced curriculum, with an emphasis on participation and life-long learning. The PE curriculum is coherently planned and sequenced to ensure that every child has access to the statutory areas of the PE National Curriculum regardless of ability or gender. Pupils are given choices to follow different pathways to help keep pupils engaged and physically active. During Year 10 pupils are provided with the opportunities to further extend their skills and knowledge within Physical Education but in fuller versions of Sport. Pupils continue to explore a different range of sports and how they can use their expanding tactical knowledge and achieve success as a team or individual within their selected pathway. Again pupils are encouraged to consider how they can adopt different roles within sport, to lead peers through warm ups and umpire games. In Year 10 there is a big focus on Striving and Thriving in Physical Education as this will provide further motivation and learning opportunities for all pupils to become or remain Physically Active in their chosen pathway in sport. Pupils are still encouraged to further attend a wide range of extra- curricular sports clubs and they have access to competition beyond the school day.

Competitive fixtures in intra-school and inter-school, school clubs and external clubs promoted for lifelong sports.

Pathways to grass root teams

Activities include:

Netball, Volleyball, Athletics, Trampolining, Football, Rounders, Badminton, Cricket, Tennis, Indoor Cricket, Cross-County, Rugby, Handball, Dance