

# YEAR 11 CURRICULUM PLAN FOR PHYSICAL EDUCATION – Creating Healthy and Active Futures



TOPIC	KEY LEARNING	ASSESSMENT
Volleyball	<ul style="list-style-type: none"> <li>Recap skills learnt at Year 10</li> <li>Focus on space manipulation, overloads and transitions from defence to attack</li> <li>Develop tactics and problem solving through game play</li> <li>Game play and officiating</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 and Year 10, developing more advanced skills</li> <li>Increase difficulty and creativity of routines</li> <li>Continue to develop analytical and coaching skills to help their own and other performances</li> <li>Look to join a club in or out of school</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 skills learnt at Year 10</li> <li>Demonstrate a greater understanding of match play.</li> <li>Develop core skills and tactics such as retaining possession, attacking and defending</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>Develop the range of tactics and strategies to overcome opponents in direct competition</li> <li>Develop throwing technique to further utilise the whole body, and dodging ability in order to become less predictable</li> <li>Develop their skill set and their performances during matches and identify their strengths and weaknesses in order to develop into a stronger player</li> <li>Lead an appropriate warm up</li> <li>Develop tactics and strategies</li> </ul>	Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment
Dance	<ul style="list-style-type: none"> <li>Lead an appropriate warm up</li> <li>Develop different dance routines with an looking at formations, unison, canon and change of levels.</li> <li>Develop paired and group dances looking at different genres.</li> <li>Develop analytical 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

Invasion games	<ul style="list-style-type: none"> <li>• Develop appropriate warm ups</li> <li>• Develop advanced skill and tactical development</li> <li>• Develop principles of attack and defence</li> <li>• Challenge cognitive skills through decision making</li> <li>• Develop 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

During Year 11 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 11 there is a big focus on Creating Healthy and Active Futures this is to ensure that pupils remain active throughout their final examination year. The focus is on helping individuals recognise the link between Physical Activity and Well Being through what can be a stressful period of a pupils' school career. The main aim across KS4 Core PE is to further engage all pupils to remain involved in Sport and Physical Activity for lifelong health and well-being.

In a good PE lesson, all children are working towards the same outcome, how they achieve this is through effective differentiation. Pupils' ability to achieve in PE is related to not only their physical ability but mental capacity and emotional understanding.

These are within the 3 pillars of progression stated in the National Curriculum.

These are Motor Competence, which we call 'Hands', Rules, Strategies and Tactics, which we call 'Head' and Healthy Participation which we call 'Heart'.

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