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| **Keyham Lodge School - Long Term Plan – Physical Education – Year 9**  **2019/20** | | | | | | |
| The PE Department at Keyham Lodge School aims to create positive attitudes towards physical activity, promoting lifelong physical and mental wellbeing. | | | | | | |
| **Autumn** | | | **Spring** | | **Summer** | |
| **1** | | **2** | **1** | **2** | **1** | **2** |
| Net/Wall Games | | Invasion Games | Movement Based Activities | Striking and Fielding Games | Combat Sports | Keyham Olympics |
| **K** | Tournament structure for different sports including full matches: Doubles and Singles.  Roles and responsibilities of officials.  Ability to analyse own and others performance using technical terms. | Full match rules, relevant officials and responsibilities. Students to be aware of the roles and responsibilities of individual positions on the pitch and their relevance to specific formations and tactics. Tactical discussions and knowledge of ways to exploit opponents’ weaknesses and maximising own abilities. Increased use of advanced terminology. | Full training programme using SMARTER targets and knowledge of the appropriate principles of training. Week-by-week objectives related to programme. Sports related training methods for dance, gymnastics, and parkour. Identification of specific muscle groups. | Tournament structure using full-sided/adapted games. Full games using correct rules and regulations. Knowledge of relevant equipment.  Advanced cricketing techniques – batting, bowling, and fielding. Knowledge of advanced terminology and reasons for decisions. | Difference between disciplines – reasons for this and how the sports have evolved. Historical and sociological context of the sports. | This will be a culmination of events from the previous 2 terms, allowing students to deepen their understanding of how each sport is played competitively. The students will compete for points for performance, sportsmanship, teamwork, knowledge and understanding with a final ceremony in the last week. |
| **S** | Technique points for advanced shots and creativity with drills to improve them.  Advanced decision making and ability to justify decisions with tactics.  Ability to combine power with accuracy.  Patterns of play and forward planning. | Advanced methods of moving with the ball/moving the ball. Use of all parts of the body. Controlling and turning with the ball to become more fluent and purposeful. Recognition of skills in others and drills to work on specific areas.  Defensive and attacking strategies implemented based on opponents.  Positioning and movement to resemble full-sided games. | Safe use of all the equipment in the gym. Be able to relate their use of the equipment to their specific training goal. Recognition of the effects of exercise on the body and ability to demonstrate that through further training/testing.  Able to incorporate flight, tumbling, movement etc. into a routine. | Cricket – combining power and accuracy when batting. Bowling – ensuring that the action is legal and the bowler is reacting to/predicting the batsman’s actions. Use of variation to outwit. Fielding – advanced positions and specific skills required (length of throw, reaction time, decision making)  Students should be able to start reacting to an opponents actions. | Exploiting weakness in an opponent and manoeuvring a situation to their own advantage.  Attacking and Defending. |  |
| **C of**  **F** | Agility  Illinois Test  Coordination  Wall Throw and Catch Test  Power  Tennis related power test?  Vertical Jump Test | Agility  Speed  Coordination | Students choose 3 based on their programme – relate to BTEC Unit 3 | Coordination  Reaction Time  Speed | Strength  Balance  Power | All |

**Tracking Progress:**

**SIMs Data:** SIMs data will be used to measure the effectiveness of the provision delivered in terms of behaviour and attitude to learning.

**ImpactED:** With the use of termly assessments, teaching staff will be able to more accurately plan to close gaps in students’ learning and development, in terms of their well-being. Staff will be able to plan for long-term impact using a broad range of data.

**Baseline Fitness Testing:** Staff will use the recognised tests for each component of fitness to judge a baseline and progress over the year. All students will have the opportunity to complete all the tests. This will allow staff to assess whether the provision is effective in allowing students to make progress in all aspects of their physical and skill-related fitness.

**KS4 Outcomes Assessment:** Staff will predict the students’ position on the KS4 outcomes flightpath, judged against BTEC Sport learning outcomes.

**Student/Staff Voice Surveys:** Will be used to evaluate the effectiveness of the KS3 PE provision from the student and staff perspective.