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| **Curriculum Plan for Parents – Year 10** |

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| **Subject** | Physical Education | **Contact Person** | Mrs S.Maddock |

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| **Half term and topic** | **Your child will learn....** | **Key Homework** | **Assessment** |
| Autumn 1 | Using and developing a variety of tactics and strategies to overcome opponents in team and individual games: This includes activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other’s performance and the key is to outwit the opposition. For example: Invasion games (e.g. netball, football, hockey, basketball, Gaelic football, tag rugby, ultimate frisbee); Net/wall games (e.g. volleyball, tennis, badminton, table tennis); Striking/fielding games (e.g. rounders ,baseball cricket ). Experience a range of roles within a physical activity these include performer, leader and official. | N/A | TeacherPeerSelfEnd of unit level. |
| Autumn 2 | Develop their technique and improve their performance in other competitive sports or other physical activities: This includes activities in which success is judged on the ability to repeat actions, phrases and sequences of movement as perfectly as possible. Examples include: gymnastics, trampolining, athletics and cheerleading. Perform dances using advanced dance techniques within a range of dance styles and forms Record and review performances; Record data for the purposes of personal improvement. Follow pathways to other activities in and beyond school | N/A | TeacherPeerSelfEnd of unit level. |
| Spring 1 | Using and developing a variety of tactics and strategies to overcome opponents in team and individual games: This includes activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other’s performance and the key is to outwit the opposition. For example: Invasion games (e.g. netball, football, hockey, basketball, Gaelic football, tag rugby, ultimate frisbee); Net/wall games (e.g. volleyball, tennis, badminton, table tennis); Striking/fielding games (e.g. rounders ,baseball cricket ). Experience a range of roles within a physical activity these include performer, leader and official. | N/A | TeacherPeerSelfEnd of unit level. |
| Spring 2 | . Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. This includes activities in which success is judged on how efficiently and safely challenges are overcome. Examples include orienteering, team building and problem solving. | N/A | TeacherPeerSelfEnd of unit level. |
| Summer 1 | Using and developing a variety of tactics and strategies to overcome opponents in team and individual games: This includes activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other’s performance and the key is to outwit the opposition. For example: Invasion games (e.g. netball, football, hockey, basketball, Gaelic football, tag rugby, ultimate frisbee); Net/wall games (e.g. volleyball, tennis, badminton, table tennis); Striking/fielding games (e.g. rounders ,baseball cricket ). Experience a range of roles within a physical activity these include performer, leader and official. | N/A | TeacherPeerSelfEnd of unit level. |
| Summer 2 | Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. | N/A | TeacherPeerSelfEnd of unit level. |