

Physical Education & Dance

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers to further develop excellence
- Developing fair play and sportsmanship in students
- Providing opportunities to develop leadership skills through sport

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

The Department hopes to develop a stimulating environment where students work in a safe, informed, skillful and creative manner, towards achieving many of the following aims:

- To actively support and positively contribute to the school’s overall philosophy.
- To provide for the development of communication, planning and organisational skills through structured problem-solving learning situations.
- To develop a positive working environment which considers each individual’s special needs and student’s differing rates of progress.
- To enable and encourage students to evaluate their work and the work of others.
- To develop the student’s ability to assess themselves and others.
- To enable students to follow programmes that may lead to further study.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.
- To develop awareness of the relationship between physical, mental & social health and the impact the healthy lifestyles can have on overall health.



Unit	Learning Objectives/Skills Delivered
Table Tennis	<ul style="list-style-type: none"> • Safely and correct set up of equipment for table tennis • To know when and how to perform a backhand push (F1, D1, D2, D3, S2, S5, S2) • To know when to use and how to perform a forehand drive (F1, D1, D2, D3, S4, S5, S2) • To know when to use and how to perform a basic service (F3, S1) • Can articulate rules for related to service technique (F3, F4) • To be able to articulate key rules of gameplay (F4, A3) • To be able to articulate and play correct scoring system within a competitive situation (F4, A3) • Show understanding of how to warm up in table tennis specific situation (F2)
Rugby	<ul style="list-style-type: none"> • Safe tackle technique (Front tackle). (F1, F4, S1) • How to defend as a team to deny space for the opposition (F3, F4, S1) • How to restart play after a tackle with the play the ball (F1, D1, D2, D3, S4, S5, A) • Activities from the play the ball (scoots and drives)(F3, F4) • How to pass a ball (F4, A3) • How to create a simple overload from passing • A basic kick and the rules around kicking within a game (F4, A3) • How to perform a 3 part warm up for a contact sport such as Rugby League (F2)
Dance (Boys)	<ul style="list-style-type: none"> • How to create a still image (F1, D1,) • What is a stimulus? (D2, D3, S1, A2) • How to use creative travelling movements (F1, F2, F3, F4, D1, D2, D4, S1, S3, S5, S6, A1, A2, A4) • How to use the choreographic devices of Unison and Canon (S4) • How to use Action, Space and Dynamics effectively (F2, D4, S1, S6, A1) • Style of dance (F1, F2, F3, F4, D1, D2, S1, S3, S5, A1, A2, A4) • Beginning, middle and end of a dance structure (F3, D3, S4, A1) • Peer and self-assessment to make improvements (D4, S2, S6, A3) • Leadership skills displaying rehearsal discipline (A3) • Performance skills (F1, F2, F4, D1, S3, S5, A2, A4) • Timing and musicality (F2, F1, S3, A4)

Dance (Girls)	<ul style="list-style-type: none"> • How to create a still image (F1, D1,) • What is a stimulus? (D2, D3, S1, A2) • Rock and Roll era (F1, F2, F3, F4, D1, D2, S1, S3, A2,) • Jive footwork/Hand Jive (F1, F2, F3, F4, D1, D2, S1, S3, S5, A2, A4) • Toe Heel combinations (F1, F2, F3, F4, D1, D2, S1, S3, S5, A2, A4) • How to use the choreographic devices of Unison and Canon (S4) • Style of dance (F1, F2, F3, F4, D1, D2, S1, S3, S5, A1, A2, A4) • Beginning, middle and end of a dance structure (F3, D3, S4, A1) • Peer and self-assessment to make improvements (D4, S2, S6, A3) • Leadership skills displaying rehearsal discipline (A3) • Performance skills (F1, F2, F4, D1, S3, S5, A2, A4) • Timing and musicality (F2, F1, S3, A4)
Netball	<ul style="list-style-type: none"> • What passes to use when attacking and moving the ball down the court quickly and safely • Short and long passing technique. • How to use correct 1,2, & 2ftd landing technique • Basic attacking principles • Basic defending principles • Correct shooting technique and rules associated with shooting • Roles and responsibilities of players
Hockey	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 • Umpire signal for basic rules (addition of carrying) F2 D4 A4 • Technique and main teaching points for effective dribbling. F2 F3 D2 S2 A1 • How to pass the ball at least 2 ways to retain possession. F1 F2 D1 S1 A1 • How to show effective technique for shooting (set / jump) F4 D3 • Can explain a basic man to man marking system and demonstrate this in a game. D2 S3 S6 A3
Gymnastics	<ul style="list-style-type: none"> • Should be able to perform and articulate different travelling movements F2 F3 D3 D2 • Understand and demonstrate the ability to control the body in movement and sequence work D3 S4 • To be able to connect different movements to create a sequence D4 A1 • How to safely move equipment / apparatus F1 D1 S2 S1 • To be able to observe and evaluate the performance of other in relation to – travels, shapes, flow, tension etc S6 A2 • To safely move movements on to small apparatus S3 S4 • To be able to perform balances or start / finish position at different levels F4

Football	<ul style="list-style-type: none"> • What is a conditioned game? • What skills to perform with a defender at the front? • What skills to perform with a defender on the side? • Short passing technique to keep the ball • Weight of pass and the importance of this • Difference in technique for a long pass • Basic defending principles • Different variations of finishing • Roles and responsibilities in a 4 v 4
Fitness (Boys)	<ul style="list-style-type: none"> • What is steady paced continuous running? • How heart rate relates to pacing • How to control the pace during a longer distance event or training • Be able to set up a fartlek training session • How to participate in a circuit training session and understand the effects on the body • How to design an effective HIIT session • How we can test for cardiovascular endurance using the multi stage fitness test
Fitness (Girls)	<ul style="list-style-type: none"> • How to measure Heart Rate before, during and after exercise • The three warm up stages and how to perform them. • How to control the pace during a longer distance event or training • The effects of Calorie input versus energy output • The effects of muscular endurance on the body during exercise • The benefits of exercise on mental health • How to train different components of fitness
Athletics	<ul style="list-style-type: none"> • 100m – how to show correct form and technique for increased speed • 300m/400m – speed pacing – percentage of max speed. In lane rules. • 800m – pacing in longer distance, aerobic work. • Relay – best and safest way to change baton in a race • Throws – similarities in different throwing technique, low to high, weight back to front, height = time in the air • Triple Jump – combining 3 different jumps. Best ways to get distance on jumps. Use of whole body • Long Jump – landing technique for distance. Creating height with arms to increase distance.

Rounders	<ul style="list-style-type: none"> • Underarm and overarm throwing technique F1, D3, S4 • Basic batting technique (forehand hit) F3, S1 • Basic positions/ roles and responsibilities of players (batter, bowler, backstop and bases) A3, A4 • Basic rules (no ball, don't drop your bat, obstruction) S3 • Should be able to understand the concept of scoring ½ and a full rounder S3 • Show an understanding of how to correctly warm up and stretch at the start of the lesson F4
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Ultimate Frisbee	<ul style="list-style-type: none"> • How to position hands for throwing effectively • How to catch the disc in different circumstances • An understanding of how to throw the disc further (more spin to create distance). • Basic rules for gameplay of ultimate (or conditioned version of the game that we play). • How to change the angle of the release to curve or bend the disc • Know the importance of transition within the game
Cricket	<ul style="list-style-type: none"> • To understand how to play the game of pairs cricket • How to a batting stance with good technique • How to play an off drive • Technique of bowling overarm • Understand the importance of line and length when bowling • When in the outfield be able to use the long barrier technique • Play in different positions and the roles needed to perform effectively in these positions