

Physical Education and 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 further develop
- Developing fair play and sportsmanship in students

'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.

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.

Students could study the units in any order depending on facilities, time of year and personalisation for the group.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Fitness (Girls)	8	<ul style="list-style-type: none"> • The effects of exercise on the heart rate • The effects of exercise on the breathing rate • Describe the flow of oxygen through the body • The difference between aerobic and anaerobic exercise • Long term effects of exercise on the body • Short term effects of exercise on the body • Identify a variety of training methods
Hockey	8	<ul style="list-style-type: none"> • Be able to articulate the 3 parts of a warm up and why this is important (S1) • How to perform and push pass and slap pass (F1, D1, S3) • Identify the difference between an open stick and Indian dribble (F3, D4, S6) • How to perform the block tackle in a game situation (F2, D3) • Why movement off the ball is necessary within a game situation (A1,A2) • Articulate the hockey rules and officiate a small sided game (S5)
Dance (Girls)	8	<ul style="list-style-type: none"> • How to create a still image (F1, D1, S1, A2) • Using a stimulus to create movement (F3, D1, D2, S1, A2) • To learn footwork depicting the Bollywood style (F4, D1, S5, A4) • Using a prop (F2, F3, D2, S4, A2, A4) • Structure (F3, D3, S4, A1) • Motif and development using Action, Space and Dynamics (F3, F4, D1, D2, D4, S1, S2, S4, S6) • Style (F4, D1, S1, S3, S5) • Accumulation (Relationship) (D4, S4, S6, A1) • Rhythm and timing (F2, D1, D2, S3, S5, A4) • How to correctly place and use arms and hands (F4, D1, S1, S3, S5) • Be able to use feedback as a way to improve (A3)
Dance (Boys)	8	<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)

		<ul style="list-style-type: none"> • Performance skills (F1, F2, F4, D1, S3, S5, A2, A4) • Timing and musicality (F2, F1, S3, A4)
Fitness (Boys)	8	<ul style="list-style-type: none"> • How to calculate your aerobic training zone? • How setting SMART goals can motivate and improve performance • Be able to design an effective Fartlek training session for a game's player • How to change the time on stations in circuit training sessions and understand the effects on the body • Use of ICT and running apps and positive effect this can have on training • How to design an effective Tabata session • The short-term effects exercise has on the body systems
Hockey (Boys)	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (F4, D3) • Technique and main teaching points for effective dribbling (F3, D4) • How to pass the ball using the push pass technique (F1, D1) • How to show effective technique for stopping the ball (D2) • Can explain a basic 1:1 marking system and demonstrate this in a game (D3)
Cricket	8	<ul style="list-style-type: none"> • Recap and development of pairs cricket • Batting grip and further development of pairs cricket • Development of batting technique – The Off Drive • Development of Bowling Action – Introduction to the run up • Further development of bowling skills – Introduction to line and length • Development of fielding skills • Development of batting, bowling and fielding skills in a game • Match play and summative assessments
Table Tennis	8	<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) • When to play forehand drive in practises and games (F1, D1, D2, D3, S4, S5, S2, A1, A2, A4) • How to change elements of the serve to make it harder to return (F3, S1) • Basic technique for backhand service (D2 D3 D4 S1 S3 A1) • 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)

Athletics	8	<ul style="list-style-type: none"> • 100m – developing technique for speed, sprint starts • 300m/400m – speed pacing - percentage of max speed. In lane rules. • 800m – pacing and how to develop pace in a distance race without increased energy use. • Relay – down sweep, developing changeovers • Shot putt – adding in the glide for increased speed in run up. Recap of throwing technique. • Howler – adding in the cross step for speed into throw – developing individual throwing technique • Triple Jump – importance of height in each phase. Identifying weaker of jumps for improvement. Peer assessment to support technique. • Long Jump – developing run up to increase speed into jump. Awareness of need for height to create distance. Development of individual technique.
Rounders	8	<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
Ultimate Frisbee A		<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
Ultimate Frisbee B	6-8	<ul style="list-style-type: none"> • How to position hands for throwing effectively • How to catch the disc using more than one technique. • 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). • Utilise the pivot to change the direction of play • Importance of movement to make pace in ultimate frisbee • Basic tactics for attacking play in ultimate

Handball	8	<ul style="list-style-type: none"> • Basic rules applied to the game of handball (foot / 3 secs / 3 steps / double dribble / contact / areas) • Comparison of game to others they may have played (basketball / other invasion games) • How to dribble the ball effectively and associated rules. • Importance of using both hands to dribble • To be able to articulate how to perform a shoulder pass and hip pass. • To be able to perform different shooting techniques within rules of game. • Role of goalkeeper in defensive - including wide body position and narrowing angle. • Basic zone defensive system to reduce chances of scoring.
Basketball A	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 A4 • To be able to use the pivot and articulate its use F2 D2 S4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Know when to use different passes in different situations D1 S1 A1 S4 • How to show effective technique for shooting lay-up F4 D3 A3 • Can warm up effectively in a team and independently • How to shield the ball from other legally and effectively F2 A1 S6
Basketball B	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 A4 • To be able to use the pivot and articulate its use F2 D2 S4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Know when to use different passes in different situations D1 S1 A1 S4 • How to show effective technique for shooting lay-up F4 D3 A3 • Can warm up effectively in a team and independently • How to shield the ball from other legally and effectively F2 A1 S6

Football B	8	<ul style="list-style-type: none"> • When to pass and when to dribble? • Changing pace and direction to escape a defender • Using body to protect the ball - shielding • Move the ball quickly to maintain possession – playing 1 and 2 touch if possible • Switching play to isolate 1v1's • Combining to score – different movements to create space • Defending as a 2 to deny space and goal scoring opportunities • Importance of set piece routines to score goals • Roles and responsibilities in a 6 v 6
Football A	8	<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
Rugby B	8	<ul style="list-style-type: none"> • Tackle technique to dominate the tackle (range of tackle positions). • Organising the defensive line • Ruck activities • Creating overloads • Keeping the ball alive and support play • Further kicks and when to use in game situations • Knowledge and understanding of positions within the game and qualities needed for them
Netball	8	<ul style="list-style-type: none"> • How and when to perform the turn in the air – what is the benefit of this skill? • Know the defensive passing and footwork techniques. • Know the attacking passing and footwork techniques. • Advanced dodging techniques – link to timing, movement and holding space • How to utilise players around the shooting circle to improve shooting success. • Understand the centre pass process

Gymnastics (Vaulting)	4-6	<ul style="list-style-type: none"> • To be able to show different shapes in flight • Understand and demonstrate the ability to control the body in movement and landings. D3 S4 • How to safely move equipment / apparatus F1 D1 S2 S1 • To safely move movements on to larger apparatus S3 S4 • Why there is a need to spot on larger apparatus • To spot basic areas in performance of themselves and others. • Link movements to basic movements at joints (flexion /extension/rotation etc
Gymnastics (floor)	4-6	<ul style="list-style-type: none"> • Block requirements, intro to basic jumps, importance of control, shape and quality. • Recap jumps, introduce rolls as a form of travel, introduce sequences. • Introduction of hands and feet movement into sequences. • Introduce safety rules for handling all types of apparatus. Organise apparatus groups. • Travel over and across various types of apparatus, start sequences. • Summative assessment lesson – refine and perform sequences.

