

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. Students not taking exam level PE will receive 2 hours of PE in the curriculum per week. The offer outside of the curriculum (school sports clubs) allows them to take part in out of hours learning and development in addition to lesson time.



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.

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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
Hockey	8	<ul style="list-style-type: none"> • To explain the hit-out rule (S2) • To explain the importance of different roles in hockey (S4, A2) • To understand a range of tactics including man to man or zonal marking (S4, A2) • To explain the full rules of hockey and be able to officiate (S5) • To be able to highlight strengths and areas for improvement (A4) • To understand how to use the advanced skills in a game situation (A3)

Netball	8	<ul style="list-style-type: none"> • What is running footwork and the advantages of this technique. • How to use a roll dodge to create space when being man to man marked. • Be able to identify areas of strength and weakness in performance – making suggestions for improvement. • Know the advantages of set play and when to use it during a game. • Know the roles and responsibility of the umpire and associated signals. • Know how to channel the ball.
Dance	8	<ul style="list-style-type: none"> • How to use everyday actions to create movement (F1, D1, S1, A2) • Using a stimulus to create movement (F3, D1, D2, S1, A2) • 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) • Mirroring (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) • How to safely use contact as a relationship (D4, S4, S6, A1)

Fitness (Girls)	8	<ul style="list-style-type: none"> • How to calculate Maximum Heart Rate • Identify different training zones • Long term effects of exercise on the heart • How aerobic and anaerobic exercise links to different training zones • Explain the difference between anaerobic and aerobic training methods • How to test fitness levels across a range of components of fitness
Fitness (Boys)	8	<ul style="list-style-type: none"> • How to use the cooper 12-minute run test to measure cardiovascular endurance? • How to use a number of fitness tests to assess different fitness components. • Comparing fitness scores to normative data to assess current fitness • How to ensure data from fitness test is valid and reliable • How a fartlek session works both the aerobic and

		<p>anaerobic energy system</p> <ul style="list-style-type: none"> • How to design a skills circuit for certain sports • Use of goal setting to set targets based on previous scores/experiences and how • this can increase motivation • The long -term effects exercise has on the body systems
Volleyball	8	<ul style="list-style-type: none"> • Know how to 'set' the ball. • Know how to force errors by opponent using placement of the ball. • Be able to perform the overhead or underarm serve. • Understand scoring systems and rotation on court. • Know basic rules of play. • Be able to combine shots to keep the ball high and into an attacking/defensive position.
Trampolining	8	<ul style="list-style-type: none"> • Know how safely set up and put away the equipment. • Know how to use controlled bouncing and controlled stops correctly. • Be able to perform basic shapes – tuck, pike and straddle. • Be able to perform a seat drop and front drop from a 'push and go' • Know how to perform a hands / knees turnover, progressing towards front somersault. • Be able to begin to link simple movements together to create a short sequence.
Athletics	8	<ul style="list-style-type: none"> • The drive phase of sprinting and how to get to maximum speed? • How to pace a longer sprint still showing sprint technique? • Set own pace to calculate time for 800m race? • How to pass the baton using the down sweep technique. • The importance of generating power to increasing distance in the shot putt • The optimal angle of release for the howler? • How to develop the 2nd drive phase of the triple jump to increase that distance. • How to drive at take off in the long jump?

Table Tennis	8	<ul style="list-style-type: none"> • Safely and correct set up of equipment for table tennis • To be able to demonstrate and articulate importance of ready position (D1 D2, D3, A1, S3) • Add spin to some forehand and backhand shots (F1, D1, D2, D3, S4, S5, S2, A1, A2, A4) • To know different ways methods to alter service technique to make harder for opponent (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 apply tactics in a game to make it harder for opponents (playing to weaker side etc) (D2 D3 S1 S2 A2 A3 A1)
Football	8	<ul style="list-style-type: none"> • Risk vs Reward when dribbling – when and where • Use of different formations for different situations in a game – ability to adapt in the game • Playing through the 3rds – maintaining possession creating passing options for the player on the ball. • Crossing and finishing – timing and movement of runs • Tactics when out of possession – Low block or a high press • Developing free kick routines to create goal scoring opportunities • Roles and responsibilities in a 9 v 9



Rugby	8	<ul style="list-style-type: none"> • Tackling to slow down the play the ball and win the floor • Organising the defensive line – sliding left and rights and importance of A, B, C defenders • Ruck activities – moving the ball away from the ruck and being able to run off a second receiver • Creating overloads – Dummy runners, drop offs and dummy drop offs • Players pushing though on the shoulder to provide options for the ball carrier • Playing to a pattern and a structure to allow kicks on the last tackle to maximise their effectiveness • The main core rules of rugby to officiate a SSG with group
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
Basketball C	8	<ul style="list-style-type: none"> • To be able to effectively and independently utilise rules with practises and games F2 D4 A4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Be able to rebound and use the ball fast to create offensive opportunities S6 A1 S2 • How to show effective technique for shooting lay-up F4 D3 A3 • Can play and explain different defence systems inc man to man / zone defence. S6 A2 S3 • How to shield the ball from other legally and effectively F2 A1 S6

Ultimate Frisbee	8	<ul style="list-style-type: none"> • Understand the importance of retaining possession • How to catch the disc using more than one technique. • Develop technique for forehand pass – when and why? • Changing the direction of the disc – creating fade/draw • Basic rules for gameplay of ultimate (or conditioned version of the game that we play). • Utilise the pivot to change the direction of play • Introduce the concept of cutting to create attacking option • Importance of movement to make pace in ultimate frisbee • Man-to-man marking v zonal marking in ultimate
Short Tennis	8	<ul style="list-style-type: none"> • Equipment familiarisation and handling skills • Introduction of basic forehand technique • Development of forehand technique and intro of game rules • Introduce basic backhand technique • Development of backhand technique, analysis of technique • Tactics for moving opponents around court • Development of service technique (long and short) • Mini-tournament and summative assessments
Cricket	8	<ul style="list-style-type: none"> • Recap and development of pairs cricket • Development of batting technique – The Off Drive • Bowling Action • Development of Bowling Action – Introduction of Line and Length • Effective fielding and use in game situations • Wicket Keeping skills • Recap of skills covered in unit • Match play and summative assessments