



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																				
6	Range of skills and techniques related to performance in INVASION activities. Develop ability to shoot/pass/dribble/tackle/intercept/shoot in increasingly challenging environments. Demonstrate improving power/accuracy/vision/footwork/anticipation. Develop appreciation of roles/positions/tactics in attack and/or defence and select positions.	Year 7s All - Un-structured INVASION experience. Most – Skill development in isolated play. Some – Proficient skills in open play. Year 8s/9s (dependant on PE level). All – Developed skill range in isolation. Most – Improved techniques and ‘game sense’ in open play. Some – Utilise physical skills and knowledge to impact attack/defence.																																				
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Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content	Guided practice	Independent practice	Closure ideas;
1	To develop control and passing within a range of situations.	Refer to PE KS3 INVASION assessment band 1-9	Refer to PE HOOK ideas document	Technical work: <ul style="list-style-type: none"> Teacher demonstration of passing +control. T.P's highlighted. Skill Development: <ul style="list-style-type: none"> Use of targets to develop skill level. Passing and control with a partner. Skill Challenge: <ul style="list-style-type: none"> Passing and control drill within defined parameters. Conditioned Games	Passing with a partner in a closed skill situation to allow the technique to be developed at various speeds. Pupils will work within grids to use various passes (inside/outside foot, lofted, driven). Development from non-competitive to competitive. Pupils will play keep ball game 3 teams in 1 grid 2 teams keep possession 1 team defends set records for passes completed, gradually reduce attack and increase defence. Game: small pitch, 5 passes before shooting/scoring. Reward control which enables quick attack to develop.	On-going emphasis placed on pupils continued participation in related physical activities ; Extracurricular clubs Opportunities to develop transferrable skills Observe range of sporting performance to impact knowledge base	Refer to PE PLENARY ideas document
2	To explore manipulation of the ball whilst moving.			Technical work: <ul style="list-style-type: none"> Teacher demonstration of dribbling. T.P's highlighted. Skill Development: <ul style="list-style-type: none"> Isolated practice within parameters designed to attack into space. Skill Challenge: <ul style="list-style-type: none"> Unopposed practice, use of channels and where to attack leading to opposed. Conditioned Games.	Working with a partner to dribble/run/move into space with the ball under control and in positions to pass/offload. Pupils to work in small groups to dribble towards targets before making a pass. Netball pupils to move into target zone before receiving a pass. Gradually add opposition to increase challenge. Pupils to play keep possession style game with emphasis on dribbling in wide areas, pupils able to move unopposed once into a channel and encouraged to attack. Game: Pupils to score by dribbling through coned gates/ running through gates in straight channels/ receiving a pass on the move within a target zone.		



3	<p>To develop accuracy when attempting to score.</p>			<p>Technical work:</p> <ul style="list-style-type: none"> Teacher demonstration of shooting/scoring a try. T.P's highlighted. <p>Skill Development:</p> <ul style="list-style-type: none"> Isolated shooting within closed environments progressing to scoring on the move/under pressure. <p>Skill Challenge:</p> <ul style="list-style-type: none"> Small drills focussing on shooting and scoring, 'how many can you score'. <p>Conditioned Games.</p>	<p>Shooting in isolation, leading to receiving the ball before attempting to score.</p> <p>T.P's: Focus on looking at the ball/ target in Netball. Follow through discuss power.</p> <p>Unopposed shooting drills allowing time and space to score, gradually add opposition and introduce time frames and space limitations.</p> <p>'Cricket' How many can you score ball is given to striker who shoots, if a goal 6 runs, save or post 4 runs, wide/over out.</p> <p>Game rewarding shooting first time/on the move or on weaker side.</p>		
4	<p>To highlight the techniques required to defend successfully.</p> <p>To introduce the concept of defensive strategy/formation to game play.</p>			<p>Technical work:</p> <ul style="list-style-type: none"> Teacher demonstration of defending technique when 1v1. T.P's highlighted. <p>Skill Development:</p> <ul style="list-style-type: none"> 1V1, 1V2, 2V3 progressions, as tackling and positional play develops. <p>Skill Challenge:</p> <ul style="list-style-type: none"> Small sided defending practises, overload defence to start progressing to equal attack v defence. <p>Conditioned Games: Focus on zonal defence and positional play.</p>	<p>Use of video to highlight good defensive formations and tackling technique.</p> <p>Isolated practises to encourage the correct technique for positioning/tackling. Defending square with 1V1, develop into channel defending and defending with an attacking overload.</p> <p>Team defending how to develop positioning. Develop principles of man to man marking and zonal using grid based drills to illustrate the difference.</p> <p>5V5. Ball is played to the attackers in wide grid. Defenders must hold shape and stop the attackers breaking the line. Intercept/tackle when possible but do not force it.</p> <p>Small sided games, reward clean sheets and defensive lines preventing attacks.</p>		



5	<p>To highlight the techniques required to attack successfully.</p> <p>To introduce the concept of attacking strategy/formation to game play.</p>			<p>Technical work:</p> <ul style="list-style-type: none"> • Discussion of formations and creating width in attack. • T.P's highlighted. <p>Skill Development:</p> <ul style="list-style-type: none"> • Small game drills to create width and overloading attacks and breaks. <p>Conditioned Games</p>	<p>Videos of attacking play using good width to stretch a defence.</p> <p>Creating width drill: 2 players in channels play for both teams. Small sided games where players are encouraged to play into the unopposed channel and allow the winger to move forward a speed, as play progresses remove the channel but keep the focus on width.</p> <p>Overloading the attack: Use of formation and player positioning on a pitch/court when attacking. Small sided grid players to attack as a team when in possession. Limit the opposition in each half when defending. Develop to normal game rules.</p> <p>Small sided games with rewards for goals created from width and fast overloading attacks.</p>		
6	<p>To apply the full range of skills to pressurised competitive game situations.</p>			<p>Conditioned games through which pupil assessment is carried out.</p>	<p>The lesson is played through competitive games, the games will allow all students to demonstrate the level of skill they have acquired during the unit of work.</p>		



NET GAMES

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)	
6	<p>Range of skills and techniques related to performance in Table Tennis, Badminton and Tennis.</p> <p>Develop basic shots including Forehand, Backhand and serving as well as using spin and a knowledge of the rules.</p> <p>Demonstrate applying strategy in a game situation and performing techniques under pressure.</p>	<p>Year 7s All – will be aware of what net and wall games are and be able to match equipment to particular sports. Most – will be able to participate in simple rally's. Some – have knowledge of the different examples of shots / techniques used In particular sports.</p> <p>Year 8s/9s (dependant on PE level). All have an understanding of the basic shots and techniques. Most will have a reasonable knowledge of rules and be able to be competitive in a game situation. Some will play a variety of attacking and defensive shots/demonstrate strategy in order to be Competitive.</p>	
Assessment points and tasks		Feedback	Learning Outcomes (tested at the end and related to subject competences)
<p>Assessment opportunities exist within all lessons of the unit.</p> <p>Tasks provide opportunity to measure progress against PE assessment bands.</p>		<p>Regular verbal feedback directs learning throughout the unit of work</p>	<p>Band 1 Is able to engage in non-competitive rallies over a net with some success. Band 1 Can respond accordingly if given a 'hand feed.' Band 2 Can direct the play to particular areas / sides of the court with some success in a non-competitive situation. Band 2 To begin to develop their technique for a variety of shots. Band 3 Will be starting to develop some strong techniques which lead to increase success. Band 3 Start to perform rallies in a competitive situation. Band 4 Begin to demonstrate anticipation on court and an ability to 'read the game.' Band 4 Increased power and/or accuracy is evident. Band 5 Is capable of varying speed and placement of shots and has a certain amount of success. Band 5 Uses tactical awareness to image how to gain an advantage over an opponent. Band 6 Show some ability to influence game in either attack or defence. Band 6 Able to demonstrate a variety of different ways to serve. Band 7 Good command of skills and tactical play evident even under pressure. Band 7 Is able to effectively vary angle and depth making very few unforced errors when doing so. Band 8 Correct footwork with speed, balance and rhythm evident in game play. Band 8 Anticipation of opponents intentions evident. Band 9 Shows accuracy and power when attacking and defending. Band 9 Shows outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors.</p>



Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content (activate)	Guided practice (demonstrate)	Independent practice (consolidate)	Closure ideas;
1	To highlight the H & S points of getting out and putting away equipment safely. To outline the correct technique for a basic shot for the pupil to know what situation it should be used in. E.g. Backhand Push in Table Tennis.	Refer to PE KS3 INVASION assessment band 1-9	Refer to PE HOOK ideas document	Technical work; <ul style="list-style-type: none"> Teacher demonstration T.P's highlighted Skill development; <ul style="list-style-type: none"> Use of targets to fine tune skills Skill Challenge; <ul style="list-style-type: none"> Specific shot only rally's Specific part of court / table rally's Conditioned Games	Pupils hand feed to each other in order to place the hitting implement in exactly the right place to allow their partner to develop their technique. This can develop into non-competitive rallies. From there the progress is to conditioned rallies or games where by they are rewarded for hitting particular areas or using particular techniques effectively.	On-going emphasis placed on pupils continued participation in related physical activities ; Extracurricular clubs Opportunities to develop transferrable skills Observe range of sporting performance to impact knowledge base	Refer to PE PLENARY ideas document
2	To outline the correct technique for a 2 nd slightly more advanced shot and in what situation it should be used in. E.g. forehand push in Table Tennis.			Technical work; <ul style="list-style-type: none"> Teacher demonstration T.P's highlighted Skill development; <ul style="list-style-type: none"> Use of targets to fine tune skills Skill Challenge; <ul style="list-style-type: none"> Specific Shot only rally's Specific part of court / table rally's Conditioned Games	Pupils hand feed to each other in order to place the hitting implement in exactly the right place to allow their partner to develop their technique. This can develop into non-competitive rallies. From there the progress is to conditioned rallies or games where by they are rewarded for hitting particular areas or using particular techniques effectively.		
3	To highlight the rules of serving. To learn to serve effectively and accurately in a game situation.			Technical work; <ul style="list-style-type: none"> Teacher demonstration T.P's highlighted Skill development; <ul style="list-style-type: none"> Work on ball toss Different ways to strike the serve Skill Progress; <ul style="list-style-type: none"> Highlight of ball toss Exertion of power Transition of weight 	In pairs practise basic serve technique; <ul style="list-style-type: none"> Sport Specific – e.g. Push or basic punch serve in Table Tennis. Over/underarm in Volleyball. Development of technique; <ul style="list-style-type: none"> Add height to ball toss Look to increase power Placement Game situations		



4	<p>To develop attacking nature of your shot by either highlighting how to apply spin or power. E.g. playing a smash.</p> <p>To introduce the concept of strategy into your game play.</p>		<p>Technical work;</p> <ul style="list-style-type: none"> • Teacher demonstration • T.P's highlighted 	<p>Pupils hand feed to each other in order to place the hitting implement in exactly the right place to allow their partner to develop their technique.</p> <p>For smash – introduce with basic underarm high feed.</p> <p>This can develop into non-competitive rallies.</p> <p>From there the progress is to conditioned rallies or games where by they are rewarded for hitting particular areas or using particular techniques effectively.</p>		
5	<p>To highlight how to umpire a Net / Wall game accurately and effectively.</p>		<p>Teacher highlights the rules that will be focused on.</p> <p>Teacher demonstrates any hand signals which are expected to be used.</p> <p>Teacher highlights importance of confidence when umpiring.</p>	<p>Pupils mind map what rules they already know.</p> <p>Pupils to respond to teacher prompt to perform signals.</p> <p>The lesson is tournament based – this is designed to give pupils lots of opportunities to practise their umpiring skills.</p>		
6	<p>Why using different strategies can enable you to become more competitive during game situations.</p>		<p>Use of video to demonstrate different strategies which can be used in different situations.</p> <p>Mini plenary's to encourage pupils to self and peer evaluate each other's performances.</p>	<p>The lesson is tournament based – this is designed to give pupils lots of opportunities to practise their tactical skills.</p>		



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)	
6	Range of skills and techniques related to performance in Fitness Activities. Develop levels of fitness (Cardiovascular Endurance, Muscular Endurance and Power). Demonstrate the ability to plan, complete and evaluate fitness sessions. Develop an appreciation of Methods/Principles of Training and Components of Fitness.	Year 7s All – No assumed prior learning. Most – No assumed prior learning. Some – Limited experience of fitness delivered through other areas of PE Year 8s/9s (dependant on PE level). All – Various level of fitness and knowledge of methods of training. Most – Show a good level of fitness, able to plan a circuit training session. Some – Excellent level of fitness, high intensity when fatigued, able to link Sessions to the principles of training.	
Assessment points and tasks		Feedback	Learning Outcomes (tested at the end and related to subject competences)
Assessment opportunities exists within all lessons of the unit. Tasks provide opportunity to measure progress against PE assessment bands.		Regular verbal feedback directs learning throughout the unit of work	Band 1 Has a very low fitness level, works at a constant low level of intensity, able to follow a guided W/up. Band 1 Able to select with support a component of fitness. Can identify stretches for body parts. Band 2 To find and take a pulse with inaccurate readings, able to copy with support fitness exercises. Band 2 Knows how to exercise safely but may not be able to demonstrate it. Band 3 Has a moderate level of fitness, will be able to work at 60% of the maximum for short periods. Band 3 Know the FITT principle, able to apply 2 terms to a session. Can accurately measure fitness tests/activities. Band 4 Must have sessions planned for them, may be able to create some circuits with guidance. Band 4 Understand and able to apply 1 stage of a session (W/up, main activity, cool down) accurately. Band 5 Has a good level of fitness in one area, will attempt to show the correct technique when tired. Band 5 Able to link exercises to specific muscles, can describe what progressive overload is and how to apply it. Band 6 Works at a consistent intensity across all activities when getting fatigued. Band 6 Measure and interpret findings to impact on next session progress, begins to apply the principles of training to sessions. Band 7 Has a very good level of fitness across the disciplines and maintains intensity demonstrating good technique when tired. Band 7 Able to apply joint actions to exercises, is able to independently plan and complete a fitness session. Band 8 Demonstrates high levels of 2 areas (Cardiovascular Endurance, Muscular Endurance, Power). Band 8 Use knowledge of Principles and methods of training to effectively evaluate sessions. Band 9 Has an excellent fitness level demonstrating high intensity and technique, able to manage own HR to work within different zones.



Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content	Guided practice	Independent practice	Closure ideas;
1	To explore levels of fitness through a range of challenges. Introduce and expand components of fitness and Methods/principles of training.	Refer to PE KS3 assessment band 1-9	Refer to PE HOOK ideas document	Warm Up Fitness development: challenges to inspire and motivate. Theoretical development: Fitness development: challenges to inspire and motivate. Theoretical development.	Measuring of HR and recording for reference throughout the unit. Structured teacher led warm up with discussion on w/up stages and appropriate activities. Challenges ranging from structured fitness tests to quick activities which can be measured by pupils. Theory focus on components of fitness with a link to 1 or 2 principles. A return to challenges pupils work in small groups and record each others results.	On-going emphasis placed on pupils continued participation in related physical activities ; Extracurricular clubs Opportunities to develop transferrable skills Observe range of sporting performance to impact knowledge base	Refer to PE HOOK ideas document
2	To develop cardiovascular endurance. Introduce and expand components of fitness and Methods/principles of training.			Technical development. <ul style="list-style-type: none"> T.P's of good technique highlighted. Teacher demo's. Theoretical Development. <ul style="list-style-type: none"> Use of resources to highlight good CV endurance. Pupil CV development. <ul style="list-style-type: none"> Pupils undertake CV exercise. 	Use of video and teacher demo to highlight good running technique for distance training. Theory: CV endurance, continuous/interval training, HR training zones if appropriate. For continuous/interval training see Making cross country running fun document saved in T drive. Formula one x country. Pupils in teams and must complete a circuit set number of times following commands. Pupils given choice to select how many and how far they will run. Resting/working/recovery HR to be used to develop knowledge of training zones.		
3	To develop muscular endurance. Introduce and expand components of fitness and Methods/principles of training.			Technical development. <ul style="list-style-type: none"> T.P's of good technique highlighted. Teacher demo's. Theoretical Development. <ul style="list-style-type: none"> Use of resources to highlight good muscular endurance. Pupil CV development. <ul style="list-style-type: none"> Pupils undertake circuit training. 	Pupils will now be planning and leading small group/whole class warm up with suitable activities. Complete a basic circuit set up by teacher, working on various muscle groups. Teacher to demonstrate correct technique to ensure the circuit is completed safely. Theory: FITT principle linked specifically to circuits, progressive overload and how to apply it. Pupils work in small groups to design circuit following guidelines, don't train the same muscle consecutively, ensure you have adequate recovery. Pupils should explain why they have designed their own circuit before either completing their own or another groups and providing feedback on the success linked to theory.		



4	To apply theoretical knowledge to practical performance. Introduce and expand components of fitness and Methods/principles of training.		<p>Technical development.</p> <ul style="list-style-type: none"> • T.P's of good technique highlighted. • Teacher demo's. <p>Theoretical Development.</p> <ul style="list-style-type: none"> • Underpin knowledge to a practical sports activity (Boxing). <p>Pupil CV development.</p> <ul style="list-style-type: none"> • Pupils undertake a 50 minute Boxing session combining components of fitness. 	<p>Boxing specific warm up, shadow boxing, fast taps instance, skipping. Using Boxing equipment pupils will undertake a range of drills which they will complete and then link to components of fitness, prolonged quick shots for muscular endurance, explosive bursts of power, running in between using equipment for CV. Lesson should focus on why we train and how we then apply it to individual sports. Remainder of the session will focus on flexibility, stretching, yoga and Pilates. Pupils should experience the session and learn about training.</p>		
5	To develop explosive power. Introduce and expand components of fitness and Methods/principles of training.		<p>Technical development.</p> <ul style="list-style-type: none"> • T.P's of good technique highlighted. • Teacher demo's. <p>Theoretical Development.</p> <ul style="list-style-type: none"> • Use of resources to highlight outstanding power. <p>Pupil CV development.</p> <ul style="list-style-type: none"> • Pupils undertake SAQ and plyometric training. 	<p>Pupils will complete SAQ style warm up, game related equipment may be used to aid development and understanding. Pupils should know/be taught definition for power which can be used as point for discussion on why almost all athletes will undertake power training in pro sport.</p> <p>Pupils will complete a section on Plyometrics, basic leaping, bounding and hopping designed to aid power development. Include power challenges/performance tests for pupils to see how powerful they are.</p>		
6	To re-explore levels of fitness through a range of challenges. Introduce and expand components of fitness and Methods/principles of training.		<p>Warm Up</p> <p>Fitness development: challenges to inspire and motivate.</p> <p>Theoretical development: Fitness development: challenges to inspire and motivate.</p> <p>Theoretical development.</p>	<p>Independent pupil warm up assessed on quality of activity and execution. Challenges completed by students similar/same as lesson 1 designed to measure pupil progress since week one. Theory content should underpin and bring unit together, pupils begin to link component to method using principles to explain why they are completing activities. Complete remaining challenges, pupils should begin to show resilience when becoming fatigued.</p>		

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																						
6	<p>Range of skills and techniques related to performance in ATHLETICS events.</p> <p>Develop application of knowledge/skill to mental/physical execution to range of events.</p> <p>Demonstrate preparation and execution of performances with improving body position/technique/timing/power.</p>	<p>Year 7s All - Un-structured ATHLETICS experience. Most – Some skill development in non-competitive practice. Some – Proficient skills across two events.</p> <p>Year 8s/9s (dependant on PE level). All – Developed skill range in range of events. Most – Improved techniques and execution in competitive practice. Some – Utilise physical skills and knowledge to execute to a high level.</p>																																						
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Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content	Guided practice	Independent practice	Closure ideas;
1	<ul style="list-style-type: none"> Creating power through an effective running technique. 	Refer to PE KS3 INVASION assessment band 1-9	Refer to PE HOOK ideas document	Warm Up – Catch Me If You Can. Power Seeding – Creating Power Competition Through Races. Power Development – Building Technique to Increase Power. Competitive Running – Transferring Power Knowledge into Race Situation.	Pupils get in to pairs and have a series of races from different body positions. 1 = Stood shoulder to shoulder with small gap between. 2 = Stood back to back. 3 = One stood up and one laying down. Pupils race through a series of races over 20m – 50m distances. Name each race A – D. Moving the winner of each race up one race and the loser down one race. Pupils perform the following skills in isolation focusing on technique. Standing Starts/Sprint Starts/Pick Up/Cruising. Pupils return to their seeding races and link up with a buddy from one of the other races. This buddy observes the races and comments on strengths and areas for improvement in line with the areas from power development. With the aim to decrease your own personal best over a set distance.	On-going emphasis placed on pupils continued participation in related physical activities ; Extracurricular clubs Opportunities to develop transferrable skills Observe range of sporting performance to impact knowledge base	Refer to PE PLENARY ideas document
2	<ul style="list-style-type: none"> Mentally executing a tactically measured race. 			Warm Up – Shadow Running. Tactical Thinking – Overcoming Adversity. Race Execution (Middle Distance) – Veldrome Pursuits. Race Execution (Long Distance) – Closing The Gap.	Pupils are put in to groups of levelled ability. Setting up a figure of 8 lap. Pupils have to run around the small sized track without losing runners from their pack. Points are awarded for closeness, pacing and communication. A leader can be applied to the situation. Pupils race against other pupils with a series of conditions applied to them to create a situation where they have to overcome adversity. 1 – Staggered starts 2 – Must be last until final bend 3 – Must speed up/slow down on the whistle etc. Pupils start on opposite sides of a track. They then race their opponent back to their own starting position. Through assessment during the middle distance running. Pupils are put in to groups to race over multiple laps and either start a set amount of meters behind or start a set time behind.		



3	<ul style="list-style-type: none"> Throwing an implement through an optimum flight pathway. 		<p>Warm Up – End Zone.</p> <p>Technical Grounding – Learning the Foundations of Events.</p> <p>Guided Flight Pathway Discovery – Taken Through a Variety of Pathways with a Variety of Pathways.</p>	<p>Put pupils in to small sided teams. At either end are end zones which teams have to pass an implement in to. Pupils can't move the implement and must make the implement move by throwing it. Implements = Javelin – Windball, Shot – Basketball, Discus – Coyt.</p> <p>Take pupils through a series of throwing opportunities focusing the two throws at a time on different aspects of successfully throwing far. Focus 1 – Grip/Stance Focus 2 – Body Position Focus 3 – Delivery.</p> <p>Pupils competitively throw against one another with conditions placed on the throw which aim to channel a pupils flight pathway. Condition 1 – As low as you can Condition 2 – As high as you can Condition 3 – At a chosen degrees between the first two conditions.</p>		
4	<ul style="list-style-type: none"> Moving technically efficiently through a jumping sequence. 		<p>Warm Up – Stepping Stones.</p> <p>Technical Take Off – One Off Jumps.</p> <p>Technical Transfer – Creating Momentum Through The Sequence.</p> <p>Run Up Development – Increasing Distance Through Extra Pace.</p>	<p>Pupils have to cross an area approximately 20 meters in size. Using a variety of jumping techniques. Two footed, Hopping, Double Hops and Switch, Steps.</p> <p>Pupils perform jumps from a standing base. Two footed and one footed take offs. Measuring best performances.</p> <p>Pupils perform standing triple jumps and combination jumps for distance. For example hop hop step step jump. The focus being how to keep/increase pace through the phases.</p> <p>Pupils compete against each other in ability led groups. Having prescribed run ups. Starting with 3 stride approaches, then 5 stride approaches, increasing in odd numbers while the approach adds to the outcome.</p>		
5	<ul style="list-style-type: none"> Understanding the coaching foundations which bring about change. 		<p>Video Analysis – Watching for Effectiveness and Ineffectiveness in Technique.</p> <p>Staff/Pupil Modelling – Through The Focus Event – Pupils Perform a Shortened Version.</p> <p>Compete/Coach/Compete – Pupils Compete Against Their Personal Bests and Peers with Coaching Episodes.</p>	<p>Using a form of feedback for pupil to teacher. Pupils watch the videos and start to draw out what physical/mental attributes lead to success and how to change potential weaknesses.</p> <p>Live demonstrations of a lower, middle and higher technique within the class for the chosen events that need improvement ahead of the final week.</p> <p>Set up a variety of areas, some competition areas and some coaching areas. Pupils rotate through the areas using a range of coaching processes to bring about improvements for their peers.</p>		



6	<ul style="list-style-type: none">Performing at maximum in a range of athletic events.			Competition Preparation – Combination Relays. Running Event. Throwing Event. Jumping Event. Running Event.	Pupils perform relays which have different disciplines built in. An example... Throw the ball to a cone, sprint and collect the ball, throw the ball with a restricted technique, hop to get the ball. Set up 4 events, in line with the combine events disciplines. Have pupils compete through the events on a rotational system. Work on a scoring system which rewards them for individual improvements on prior weeks and beating peers.		
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STRIKING AND FIELDING

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																					
6	Range of skills and techniques related to performance in Striking and Fielding. Develop ability to bat/bowl/field in increasingly challenging situations (Non-competitive/competitive). Demonstrate knowledge of the rules and apply them to officiating small sided games. Develop appreciation of tactics when batting or bowling to influence the game for the team.	Year 7s All – Unstructured experience of striking and Fielding activities. Most – Skilled in isolated situations (Non-competitive). Some – Proficient in competitive games (bowling/batting/fielding). Year 8s/9s (dependant on PE level). All – Developed skill range in non-competitive situations. Most – Improved technique able to select appropriate shots and bowl. Some – Able to influence game through tactics and high quality technique.																																					
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Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content (activate)	Guided practice (demonstrate)	Independent practice (consolidate)	Closure ideas;
1	<p>To highlight the H & S points of getting out and putting away equipment safely. Also how to use the different pieces of equipment safely.</p> <p>To explore different fielding techniques which will enable pupils to stop a ball successfully.</p>	Refer to PE KS3 Striking & Fielding assessment band 1-9	Refer to PE HOOK ideas document	<p>Technical work;</p> <ul style="list-style-type: none"> Teacher demonstration. T.P's highlighted. <p>Skill development;</p> <ul style="list-style-type: none"> Use different types of ball which vary on weight or size. <p>Skill Challenge;</p> <ul style="list-style-type: none"> Vary the distances which the ball travels. Vary the speed at which the ball travels. <p>Conditioned Games.</p>	<p>Pupils start with low level catching before moving onto rolling the ball to each other over short distances – pupils will be encouraged to use their initiative in order to stop the ball.</p> <p>Pupils are then introduced to the long barrier, retrieve and pick up.</p> <p>The progressions will involve use of different types of equipment, increasing the distances and increasing the force in which the ball is delivered.</p>	<p>On-going emphasis placed on pupils continued participation in related physical activities ; Extracurricular clubs Opportunities to develop transferrable skills Observe range of sporting performance to impact knowledge base</p>	Refer to PE PLENNY ideas document
2	To be aware of the correct technique in order to deliver a bowl accurately and legally.			<p>Technical work;</p> <ul style="list-style-type: none"> Teacher demonstration (or look to use pupil demonstrator if Lesson 1 highlights to you that there is a strong enough player – this will challenge them). T.P's highlighted. <p>Skill development;</p> <ul style="list-style-type: none"> Paired work Use of targets Reciprocal teaching Use of video analysis. <p>Skill Challenge;</p> <ul style="list-style-type: none"> Higher level students can you heavy wood bats and a proper cricket ball. Vary the speed at which the ball is delivered – or put spin on it. <p>Conditioned Games.</p>	<p>This lesson will involve plenty of independent practice.</p> <p>After being shown the correct technique visually and talked through the technical aspects of it pupils will be given targets to try and hit or deliver through which will test their technique.</p> <p>To challenge particular individuals pupils can be moved further away from targets and asked to use different weighted balls, targets can also be reduced / made smaller.</p> <p>Conditioned games are important here because it puts extra pressure on the pupils. Pupils trying to deliver a ball to a 'striker' are under more pressure to get it right rather than a target.</p>		



3	<p>To learn the basic technique to strike a ball delivered to you on a consistent basis.</p> <p>To outline how to use your body position in order to hit the ball to different areas.</p>			<p>Technical work;</p> <ul style="list-style-type: none"> • Teacher demonstration • T.P's highlighted <p>Skill development;</p> <ul style="list-style-type: none"> • Use different types of bat • Set out targets to hit towards • Strike the ball off a tee or hand feed <p>Skill Challenge;</p> <ul style="list-style-type: none"> • Vary the speed at which the ball is fed • Use narrower targets for pupils to try and hit through • Feed the ball in different ways – proper delivery • Place fielders in the target areas to encourage players to hit the ball harder and more accurately in order to beat them. <p>Conditioned Games</p>	<p>Pupils can begin with a basic hand feed or hitting off a tee. Targets can be used to challenge them and fielders can be placed in between the targets in order make the challenge harder but also recap fielding techniques covered in lesson 1.</p> <p>Once the basic of striking a ball (making contact) have been covered pupils will be challenged by having a specific focus shot or area to hit in.</p> <p>This again will start with hand feeds to ensure the right quality in order for the player to be able to execute the shot and will quickly move on to official 'bowling' of any particular sport.</p> <p>The conditioned game will have an emphasis on giving pupils as many opportunities to strike a ball as possible in order to consolidate their learning and progress their skills.</p>		
4	<p>To begin to independently be able to manage their game situations.</p> <p>To be aware of the different roles, responsibilities and positions which can be undertaken in any particular Striking & Fielding game.</p>			<p>The format of the lesson is done through conditioned games</p> <p>Technical work;</p> <ul style="list-style-type: none"> • Teacher demonstration of how the particular game is run / can be played. • Basic rules / point of the game highlighted. <p>Skill development;</p> <ul style="list-style-type: none"> • Pupils have the opportunity independently play their games. • They should be demonstrating skills which they have learnt in lessons 1-3. <p>Skill Challenge;</p> <ul style="list-style-type: none"> • The groups should be ability based – this way the equipment can be differentiated in order to provide appropriate challenge. 	<p>Lots of visual demonstrations / aids required for this lesson. Pupils will need to see exactly what their role is or where exactly they stand during game situations so they can imitate this.</p> <p>There will be small sided conditioned games straight away – this will allow pupils to work on positioning.</p> <p>Higher level pupils can now begin to take on leadership roles – act as captains and position particular pupils in particular areas.</p> <p>Pupils should also now be able to recognise particular attributes they have – and link them to roles and responsibilities within a game situation.</p>		



5	<p>To be aware of different strategies which can be used in order to create an advantage over your opponents in any particular striking & fielding game.</p> <p>To begin to apply different tactical aspects in your own or your teams game.</p>			<p>The format of the lesson is done through conditioned games.</p> <p>Technical work;</p> <ul style="list-style-type: none"> • Use of video to highlight particular batting / fielding or bowling tactics. • Use of pupil discussion / group work to highlight strategies they might be aware of. <p>Skill development;</p> <ul style="list-style-type: none"> • Practising different tactics under pressure during game situations. <p>Skill Challenge;</p> <ul style="list-style-type: none"> • If smaller group games are being played they should be ability based groups providing equal competition for different pupils. • Use of different batting implements and different weighted balls for the different groups. 	<p>There will be small sided conditioned games straight away – this will allow pupils to work on strategies.</p> <p>Particular strategies are highlighted;</p> <ul style="list-style-type: none"> • Knowing when your better batsmen should bat? • When do your better bowlers bowl? • Where should you hit to when you're batting? • What attributes should particular fielders have to field in particular areas? • Do you bat first or second? • When bowling – what types of delivery can you deliver? <p>More importantly you want pupils to begin to think for themselves – this can be moderated by targeted questioning and self-analysis.</p>		
6	<p>To highlight more complex rules of any particular striking & Fielding game.</p> <p>To have a secure enough knowledge of the rules in order to umpire any particular striking & fielding game.</p>			<p>The format of the lesson is done through conditioned games.</p> <p>Technical work;</p> <ul style="list-style-type: none"> • Highlight particular rules and why they are used. <p>Skill development;</p> <ul style="list-style-type: none"> • Within small sided games players rotate the role of the umpire. <p>Skill Challenge;</p> <ul style="list-style-type: none"> • Teacher target questions umpires during game situations. 	<p>There will be small sided conditioned games straight away – this will allow pupils to work on improving their knowledge of the rules.</p> <p>Pupils will take on roles of Umpires / officials for the small sided games their knowledge can be moderated by targeted questioning and self-analysis. Also, is the game working – being run smoothly.</p>		



TRAMPOLINING

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	Range of jumps/shapes/twists/landings related to performance in TRAMPOLINING. Develop performance ability to show improving co-ordination/body tension/aesthetic understanding. Demonstrate movements in combination with improving control/height/style.	Year 7s *not on Yr7 Curriculum Year 8s/9s All – possibility of basic GYM/TRAMP experience dependant on primary PE Most – un-structured TRAMP with awareness of basic/safe movement. Some – experience of jumps/shapes and aspects of good performance.



Assessment points and tasks	Feedback	Learning Outcomes (tested at the end and related to subject competences)	
<p>Assessment opportunities exist within all lessons of the unit.</p> <p>Tasks provide opportunity to measure progress against PE assessment bands.</p>	Regular verbal feedback directs learning throughout the unit of work	BAND 1	Basic jumps and shapes are performed in isolation
		BAND 1	Can bounce repeatedly using a safe technique
		BAND 2	Understand that co-ordination is needed to improve performance
		BAND 2	Improving body tension is clear when performing basic jumps and shapes
		BAND 3	Control/Height/Style is understood and is beginning to be seen in performance
		BAND 3	Can use twists to combine a variety of shapes and jumps
		BAND 4	Co-ordination is demonstrated in performance
		BAND 4	Can use twists to combine a variety of shapes, jumps and low level landings
		BAND 5	Can build a routine using basic jumps, shapes, low level landings and twists
		BAND 5	Control/Height/Style is shown in all basic jumps and shapes
		BAND 6	Combines moves with increasing difficulty to form more complex routines
		BAND 6	Style/control/height is demonstrated throughout performance
		BAND 7	Body tension and co-ordination are used to a high level when combining moves
		BAND 7	Can attempt a somersault with low level control and timing
BAND 8	Aesthetic appreciation of their performance is shown		
BAND 8	Performance shows very good style/control/height		
BAND 9	Perform all combinations including twists and basic somersaults with correct technique		



Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content	Guided practice	Independent practice	Closure ideas;
1	<p>To know the H&S points for Trampolining and how to set up the trampoline.</p> <p>To be able to perform basic shapes.</p>	Refer to PE KS3 Trampolining assessment band 1-9	Refer to PE HOOK ideas document	<p>Health and Safety.</p> <ul style="list-style-type: none"> • General H&S for trampolining. • Teacher demonstration on how to set up trampoline. <p>Skill Development.</p> <ul style="list-style-type: none"> • Tuck, Expanded, Straddle and Pike. <p>Routine Development.</p> <ul style="list-style-type: none"> • Create a short routine with moves learnt from lesson. 	<p>Card sort on H&S points for Trampolining. Pupils organise into most important.</p> <p>Teacher goes through TP's of extended, expanded, tuck, pike and straddle.</p> <p>Perform 3 extended, 3 expanded, 3 tuck, 3 pike and 3 straddle.</p> <p>Video Analysis. What are the strengths? What can you improve?</p> <p>Pupil has to use the SMB's to write down a 10-bounce routine using the shapes.</p> <p>After everyone performs their routine everyone on that trampoline has to give them a score out of 5. (Height, staying on the cross, focused, difficulty of routine and performance of shapes).</p>	<p>On-going emphasis placed on pupils continued participation in related physical activities ;</p> <p>Extracurricular clubs</p> <p>Opportunities to develop transferrable skills</p> <p>Observe range of sporting performance to impact knowledge base</p>	Refer to PE PLENARY ideas document



2	To know the technique for low level landings.			<p>Health and Safety.</p> <ul style="list-style-type: none"> Recap H&S rule and how to set up Trampoline. <p>Warm up-</p> <ul style="list-style-type: none"> Short routine recapping shapes from last week. <p>Skill Development.</p> <ul style="list-style-type: none"> Seat drop, front drop, back drop. <p>Competition.</p> <ul style="list-style-type: none"> Students on each bed perform low level landings as a competition. 	<p>Warm up- 3 straight jumps. 3 tuck 3 straddle. Stretch off bed.</p> <p>Learn the key points of the seat drop. Show the position on the floor first, legs straight, toes pointed, arms straight, hands flat slightly behind hips, fingers pointing forwards.</p> <p>Perform seat drop on trampoline. Use mat if needed. Kip bed.</p> <p>Teacher goes through TP's for backdrop and front drop. Teacher progresses students onto different low level landing depending on ability.</p> <p>Use of video analysis and pupil task card throughout lesson to aid learning and give opportunities for feedback.</p> <p>Competition. Each bed chooses a competitor to perform a low level landing. Points are awarded for, body tension, technique, control. Extra points given for linking the moves.</p>		
3	To be able to develop a routine using moves learnt.			<p>Warm up;</p> <p>Routine development.</p> <p>Practise and performance;</p> <ul style="list-style-type: none"> Peer assessment. <p>Final Performance.</p>	<p>Warm up- 3 straight jumps. 3 tuck 3 straddle. Stretch off bed.</p> <p>Routine Development. Students design a 10 bounce routine using the movements learnt so far in the unit.</p> <p>Use of Video analysis and grading sheet to complete peer feedback and give students a formative assessment.</p> <p>Aim for all students to know their grade and have a target to work on for next lesson.</p>		



4	To consolidate performance of low level landings and progress onto twists into and out of.			<p>Warm up;</p> <p>Skill development.</p> <ul style="list-style-type: none"> Recap low level landing. Progression onto combination moves. <p>Competitions.</p>	<p>Use of warm up task card. Independent stretches.</p> <p>Pupils work through low level landing progressions on task cards as a recap of prior learning.</p> <p>Pupil at the top of the trampoline has task cards and gives feedback and what pupil on trampoline should progress onto.</p> <p>Once completed low level landings work on combination moves. Low ability: Seat drop half twists in and out. Swivel hips. Middle ability: Front drop half twists in and out. Higher ability: Back drop half twist in and out, front drop to back drop.</p> <p>Competition. Pupils play a copy and repeat competition. 1 on each bed. Pupil 1 performs a movement, pupils 2 has to copy it and add another move on. Pupil 1 then copies their movement and adds another on. Game continues until a pupil cannot perform the movement or forgets a move.</p>		
5	To be able to perform combination moves and links actions together seamlessly.			<p>Warm up-</p> <p>Skill development continue with combination moves.</p> <ul style="list-style-type: none"> Swivel hips, turn table, seat drop to front drop. <p>Peer Assessment.</p> <ul style="list-style-type: none"> Detailed peer assessment and feedback in preparation for final lesson. 	<p>Recap low level landings.</p> <p>Once completed low level landings work on combination moves. Low ability: Seat drop half twists in and out. Swivel hips. Middle ability: Front drop half twists in and out. Higher ability: Back drop half twist in and out, front drop to back drop.</p> <p>Pupils begin to plan their routine for competition week.</p>		
6	To develop a routine for their final assessment.			<ul style="list-style-type: none"> Warm up. Routine development. Performance. 	<p>Make own routines on SMB's.</p> <p>Discuss how a trampolining competition works and the rules that need to be followed. Show a video. Practice own routine abiding by competition rules.</p> <p>Perform routine to the class.</p> <p>Have three judges for each performer. They are to give an overall score for the routine. Keep a running total so pupils can see who they need to beat.</p> <p>Final Grade Given.</p>		



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																				
6	Knowledge, understanding and application of motif development in DANCE performance. Sequence design and performance with improving timing/fluency/rhythm/control. Perform solo sequences with confidence/focus and appropriate use of space/them.	Year 7s *not on Yr7 Curriculum Year 8s/9s All – possibility of basic DANCE experience dependant on primary PE. Most – un-structured DANCE with awareness of movement to music. Some – experience of developing a motif and using key skills in DANCE.																																				
Assessment points and tasks		Feedback																																				
Assessment opportunities exists within all lessons of the unit. Tasks provide opportunity to measure progress against PE assessment bands.		<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1012 1033 2798 1073">Learning Outcomes (tested at the end and related to subject competences)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1012 1073 1329 1113">BAND 1</td> <td data-bbox="1329 1073 2798 1113">Can imitate and link basic movements in a group</td> </tr> <tr> <td data-bbox="1012 1113 1329 1152">BAND 1</td> <td data-bbox="1329 1113 2798 1152">Understands the term motif development</td> </tr> <tr> <td data-bbox="1012 1152 1329 1192">BAND 2</td> <td data-bbox="1329 1152 2798 1192">Understands how timing/fluency/rhythm can improve performance</td> </tr> <tr> <td data-bbox="1012 1192 1329 1232">BAND 2</td> <td data-bbox="1329 1192 2798 1232">Can imitate and link basic movements in a solo performance</td> </tr> <tr> <td data-bbox="1012 1232 1329 1272">BAND 3</td> <td data-bbox="1329 1232 2798 1272">Sequences display improved timing/fluency/rhythm</td> </tr> <tr> <td data-bbox="1012 1272 1329 1312">BAND 3</td> <td data-bbox="1329 1272 2798 1312">Understands how confidence/focus can improve performance</td> </tr> <tr> <td data-bbox="1012 1312 1329 1352">BAND 4</td> <td data-bbox="1329 1312 2798 1352">Performer uses motif development to design a sequence</td> </tr> <tr> <td data-bbox="1012 1352 1329 1392">BAND 4</td> <td data-bbox="1329 1352 2798 1392">Fluency/control/skill is used well in basic movements</td> </tr> <tr> <td data-bbox="1012 1392 1329 1432">BAND 5</td> <td data-bbox="1329 1392 2798 1432">Shows improving use of space when designing a sequence</td> </tr> <tr> <td data-bbox="1012 1432 1329 1472">BAND 5</td> <td data-bbox="1329 1432 2798 1472">Tempo/dynamics/accent are varied at times during performance</td> </tr> <tr> <td data-bbox="1012 1472 1329 1512">BAND 6</td> <td data-bbox="1329 1472 2798 1512">Spatial awareness is shown when performing</td> </tr> <tr> <td data-bbox="1012 1512 1329 1551">BAND 6</td> <td data-bbox="1329 1512 2798 1551">Choreography shows clear motif development</td> </tr> <tr> <td data-bbox="1012 1551 1329 1591">BAND 7</td> <td data-bbox="1329 1551 2798 1591">Fluency/control/skill is evident in increasingly complex movements</td> </tr> <tr> <td data-bbox="1012 1591 1329 1631">BAND 7</td> <td data-bbox="1329 1591 2798 1631">Tempo/dynamics/accent are skillful applied throughout performance</td> </tr> <tr> <td data-bbox="1012 1631 1329 1671">BAND 8</td> <td data-bbox="1329 1631 2798 1671">Appropriate and effective use of theme is evident</td> </tr> <tr> <td data-bbox="1012 1671 1329 1711">BAND 8</td> <td data-bbox="1329 1671 2798 1711">Project with confidence and remained focused throughout performance</td> </tr> <tr> <td data-bbox="1012 1711 1329 1751">BAND 9</td> <td data-bbox="1329 1711 2798 1751">Motif is highly complex resulting in a highly skillful, coherent performance</td> </tr> </tbody> </table>	Learning Outcomes (tested at the end and related to subject competences)		BAND 1	Can imitate and link basic movements in a group	BAND 1	Understands the term motif development	BAND 2	Understands how timing/fluency/rhythm can improve performance	BAND 2	Can imitate and link basic movements in a solo performance	BAND 3	Sequences display improved timing/fluency/rhythm	BAND 3	Understands how confidence/focus can improve performance	BAND 4	Performer uses motif development to design a sequence	BAND 4	Fluency/control/skill is used well in basic movements	BAND 5	Shows improving use of space when designing a sequence	BAND 5	Tempo/dynamics/accent are varied at times during performance	BAND 6	Spatial awareness is shown when performing	BAND 6	Choreography shows clear motif development	BAND 7	Fluency/control/skill is evident in increasingly complex movements	BAND 7	Tempo/dynamics/accent are skillful applied throughout performance	BAND 8	Appropriate and effective use of theme is evident	BAND 8	Project with confidence and remained focused throughout performance	BAND 9	Motif is highly complex resulting in a highly skillful, coherent performance
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Lesson	Learning intentions	Success criteria	Hook ideas;	Presentation of content	Guided practice	Independent practice	Closure ideas;
1	<p>To know how to perform a Dance specific warm.</p> <p>To perform learnt motif/s with correct timing.</p>	Refer to PE KS3 DANCE assessment band 1-9	Refer to PE HOOK ideas document	<p>Warm up-</p> <ul style="list-style-type: none"> Teacher lead warm up. Highlight the difference between generic sports warm up and dance warm. Explain dynamic stretches. <p>Learn set motif/s.</p> <ul style="list-style-type: none"> Teacher demonstrates motif/s. Perform motif/s as a whole class. <p>Group Practise.</p> <ul style="list-style-type: none"> Practise motif as a group focusing on timing. Peer feedback. <p>Final Performance.</p>	<ol style="list-style-type: none"> Teacher leads dance specific warm up in the style of the dance they are studying that unit. Pupils draw out similarities and differences between a general sports warm. Pupils learn the set motif for this unit. Teachers chunks the motif and builds up the performance gradually increasing timing then adding music and taking away teacher as visual guide. Pupils then work in groups to practise performance focusing on timing. Explore different ways they can improve timing as a group. E.g. 1 pupil counts, key words for movements, use of video analysis, having stronger students at the front. Groups perform to each other and give each other a level and a target only based on their timing. Groups then have time to go and work on their targets. Groups then perform to the whole class and receive a level for that lesson. 	<p>On-going emphasis placed on pupils continued participation in related physical activities ;</p> <p>Extracurricular clubs</p> <p>Opportunities to develop transferrable skills</p> <p>Observe range of sporting performance to impact knowledge base</p>	Refer to PE PLENARY ideas document



2	To create own material in the dance style.			<p>Teacher led warm up.</p> <ul style="list-style-type: none"> Recapping learning from last week. <p>Creating own material;</p> <ul style="list-style-type: none"> Working in small groups/pairs to create own choreography. <p>Practise and performance;</p> <ul style="list-style-type: none"> Groups practise choreography. Peer assessment. <p>Final Performance.</p>	<ol style="list-style-type: none"> Teacher leads dance specific warm up in the style of the dance they are studying that unit. Pupils draw out similarities and differences between a general sports warm. Students explore different movements links with the dance style. Use of images and dance vocabulary can be used as a stimulus. Depending on ability pupils can create movements in pairs or on their own. Pupils join with another pair student to learn motif. Group practise and then perform to another group. They receive feedback on how well they can perform in the dance style. Use feedback to go away and improve performance. Groups then perform to the whole class and receive a level for that lesson. 		
3	To understand what choreographic tools are and how to apply then to their performance.			<p>Warm up;</p> <ul style="list-style-type: none"> Student's use vocab from previous lesson to lead their own warm up. <p>Choreographic Tools.</p> <ul style="list-style-type: none"> Teacher presents the different choreographic tools. Pupils explore how to apply them to their performance. <p>Practise and performance;</p> <ul style="list-style-type: none"> Groups practise choreography. Peer assessment. <p>Final Performance.</p>	<p>Warm up-</p> <ol style="list-style-type: none"> Depending on pupils level teacher may give them recourses such as cue cards with steps used for warm up as guidance. More able can use own material or rely on own vocab or vocab from previous lesson. <p>Exploring choreographic tools.</p> <ol style="list-style-type: none"> In groups students explore different ways to apply tools their routine. Groups share ideas with class to aid lower ability with ideas. <p>Application of tools.</p> <ol style="list-style-type: none"> Groups work on applying tools to their routine. Group practise and then perform to another group. They receive feedback on how well they can perform in the dance style. Use feedback to go away and improve performance. Groups then perform to the whole class and receive a level for that lesson. 		



4	<p>To understand the health and safety factors relating to lifting in dance.</p> <p>To work with others to perform dance lift in the style of dance they are studying.</p>		<p>Warm up;</p> <ul style="list-style-type: none"> Teacher lead warm up focusing on contact and building trust. <p>Health and Safety.</p> <ul style="list-style-type: none"> Teacher goes through the H&S aspects of lifting. <p>Practise lifting.</p> <ul style="list-style-type: none"> In groups practise different lifts. <p>Practise and performance;</p> <ul style="list-style-type: none"> Groups practise lift. Peer assessment. <p>Final Performance.</p>	<p>Warm up-</p> <ol style="list-style-type: none"> Trust exercises building up confidence in contacting other pupils. <p>Health and Safety.</p> <ol style="list-style-type: none"> Developing what ideas that came out of Hook activity. Focus on communication and no silly behaviour. <p>Practise lifts.</p> <ol style="list-style-type: none"> Teacher demonstrates a series of lifts of differing difficulty. Working in groups pupils practise ones suitable for their ability. Group practise and then perform to another group. They receive feedback on how well they can perform in the dance style. Use feedback to go away and improve performance. Dependent on progress groups may be able to apply these to their routines. Groups then perform to the whole class and receive a level for that lesson. 		
5	<p>To understand how to assess a performance in dance.</p>		<p>Warm up-</p> <ul style="list-style-type: none"> Pupil led warm up. <p>What makes a good performance?</p> <ul style="list-style-type: none"> Pupils explore discuss what makes a good performance in dance and what causes errors in performance. <p>Peer Assessment.</p> <ul style="list-style-type: none"> Detailed peer assessment and feedback in preparation for final lesson. 	<p>Warm up-</p> <ol style="list-style-type: none"> Depending on pupils level teacher may give them recourses such as cue cards with steps used for warm up as guidance. More able can use own material or rely on own vocab or vocab from previous lesson. <p>What makes a good performance?</p> <ol style="list-style-type: none"> Using videos from previous lesson pupils discuss what factors effect performance in dance. Teacher gives demonstration on how to correct common errors. Remainder of lesson is chunked into mini practises and performances. Pupils are given lots of feedback and opportunity to give feedback through lesson. Use of video analysis throughout. All pupils will leave lesson with a level and a target. 		



6	To know what their level is in dance.			<p>Warm up-</p> <ul style="list-style-type: none">• Pupils work through their routine as warm up, gradually building up speed and intensity. <p>Practise and Performance.</p> <ul style="list-style-type: none">• Pupils practise routine in preparation for final performance.	<p>Lesson will allow pupils time to practise their routine in preparation for their final performance.</p> <p>Routines should be videoed to be used as a resource for other lessons.</p>		
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