

Physical Education Department Long-term sequencing Year 10 PE

The curriculum for this stage of students' education has been designed to build upon their previous experiences and achievements within P.E. in a way that begins to place greater emphasis on factors like strategy and tactical play. By this point, students will have partaken in a range of Net and Wall, Striking and Fielding, Health and Fitness and Invasion activity and owing to frequent use of skills-based assessment criteria, should have a greater sense of their current strengths and areas for development. The goal here is to further develop their game play strategies and tactics to outwit their opponents. Students should show more awareness when it comes to identifying and solving problems. Teachers should be more ambitious in their support and expectation of accurate replication of skills and those emerging as leaders within sport should be taking a leading role. Overall, we want them to enjoy themselves as they continue to exercise safely and effectively, and, as we guide them in pushing their potential with determination and discipline.

<p>HALF TERM 1: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Badminton – exploiting weaknesses, rules and regulations, tactics, doubles tactics, doubles serving, doubles rotation, game play. • Performance Girls – Netball – running footwork, timing, speed of play, narrowing the space, widening the space, playing to win, game play. • Participation Mixed – HRF – fitness tests, speed exercises, principles of training, fitness classes, energy balance. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 2: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Handball – defensive foul, tactics, applying different tactics, game play. • Performance Girls – Football – possession, width in attack, playing through the thirds, attacking as a unit, defending as a unit, role of referee, how to referee. • Participation Mixed – Trampoline – basic twists, shaped drops, combinations, front somersaults, 8 bounce routine. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 3: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Football – possession, width in attack, playing through the thirds, attacking as a unit, defending as a unit, role of referee, how to referee. • Performance Girls – Badminton – exploiting weaknesses, rules and regulations, tactics, doubles tactics, doubles serving, doubles rotation, game play. • Participation Mixed – Table Tennis – attacking tactics, playing to opponents' weakness, play to own strengths, doubles rules, doubles serving, doubles movement rotation, game play. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
<p>HALF TERM 4: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Table Tennis – attacking tactics, playing to opponents' weakness, play to own strengths, doubles rules, doubles serving, doubles movement rotation, game play. • Performance Girls – Handball - defensive foul, tactics, applying different tactics, game play. • Participation Mixed – Badminton – exploiting weaknesses, rules and regulations, tactics, doubles tactics, doubles serving, doubles rotation, game play. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 5: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Athletics – pacing, runs, sprints, jumps, throws. • Performance Girls – Athletics – pacing, runs, sprints, jumps, throws. • Participation Mixed – Striking & Fielding – fielding positions, fielding tactics, batting tactics, rules and regulations, role of umpire, how to umpire. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 6: STUDENTS MUST KNOW: The evaluating and improving of performance in one of the following:</p> <ul style="list-style-type: none"> • Performance Boys – Striking & Fielding - fielding positions, fielding tactics, batting tactics, rules and regulations, role of umpire, how to umpire. • Performance Girls – Striking & Fielding - fielding positions, fielding tactics, batting tactics, rules and regulations, role of umpire, how to umpire. • Participation Mixed – Athletics – pacing, runs, sprints, jumps, throws. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
<p>Home learning set will consist of a combination of:</p>		

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Embedding this knowledge can be supported at home by attending as many extra-curricular sporting activities and teams as possible and participating in sports teams and clubs outside of school. Students should aim to undertake 60 minutes of physical activity each day, to support a healthy, active lifestyle. According to Government advice, on 3 days a week, these activities should involve exercises for strong muscles and bones such as push-ups and running and jumping.