

## Year 9 Big Picture – Physical Education

<p><b>Autumn 01</b> <b>Weeks 1 – 8 (8 weeks)</b></p>	<p><b>Autumn 02</b> <b>Weeks 9 – 15 (7 weeks)</b></p>	<p><b>Spring 01</b> <b>Weeks 16 – 21 (6 weeks)</b></p>
<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in either Trampolining or Football. Please see the POS to find out which group is being taught which sport. <a href="#">POS 25-26.docx</a></p> <p>During Trampolining, students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Fundamental skills such as shapes, balances, twists, turns &amp; landings</li> <li>➤ Understand the Health &amp; Safety</li> <li>➤ Individual sequencing of routines</li> <li>➤ Strength and suppleness when working with others</li> </ul> <p>During Invasion Games (Football), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ More advanced skills applied into game contexts</li> <li>➤ Team attacking and defending skills and principles</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, formations and positions</li> </ul>	<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in either Trampolining, Badminton, Netball or Rugby. Please see the POS to find out which group is being taught which sport. <a href="#">POS 25-26.docx</a></p> <p>During Net and Wall Games (Badminton), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Speed and agility to cover ‘court’ and create time for more advanced skills</li> <li>➤ More advanced skills to maintain and win rallies</li> <li>➤ Different formations, positions and tactics in full game settings</li> <li>➤ More advanced rules and officiating</li> </ul> <p>During Trampolining, students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Fundamental skills such as shapes, balances, twists, turns &amp; landings</li> <li>➤ Understand the Health &amp; Safety</li> <li>➤ Individual sequencing of routines</li> <li>➤ Strength and suppleness when working with others</li> </ul> <p>During Invasion Games (Rugby and Netball), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ More advanced skills applied into game contexts</li> </ul>	<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in either Trampolining, Badminton or Rugby. Please see the POS to find out which group is being taught which sport. <a href="#">POS 25-26.docx</a></p> <p>During Net and Wall Games (Badminton), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Speed and agility to cover ‘court’ and create time for more advanced skills</li> <li>➤ More advanced skills to maintain and win rallies</li> <li>➤ Different formations, positions and tactics in full game settings</li> <li>➤ More advanced rules and officiating</li> </ul> <p>During Trampolining, students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Fundamental skills such as shapes, balances, twists, turns &amp; landings</li> <li>➤ Understand the Health &amp; Safety</li> <li>➤ Individual sequencing of routines</li> <li>➤ Strength and suppleness when working with others</li> </ul> <p>During Invasion Games (Rugby), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ More advanced skills applied into game contexts</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Team attacking and defending skills and principles</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, formations and positions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Team attacking and defending skills and principles</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, formations and positions</li> </ul>
<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for TRAMPOLINING</b> <b>CORE TASK – 10 Bounce Routine</b> Students will create a 7-bounce routine which will include any of the shapes, turns and landings covered in unit of work.</p> <p><b>Mini Test 1 for FOOTBALL</b> <b>CORE TASK – 3v2:</b> Students to attack in waves of 3 with 2 defenders, attempt to take a shot at the goal.</p>	<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for BADMINTON</b> <b>CORE TASK – Singles Game</b> Students will play a singles match starting with a serve and use a variety of shots within a rally. The winner reaches 3 points first, students will then rotate and play a different student.</p> <p><b>Mini Test 1 for TRAMPOLINING</b> <b>CORE TASK – 10 Bounce Routine</b> Students will create a 7-bounce routine which will include any of the shapes, turns and landings covered in unit of work.</p> <p><b>Mini Test 1 for NETBALL</b> <b>CORE TASK – 5v5:</b> Students' knowledge and application of correct footwork, correct passing techniques, movement off the ball when attacking and defending in a competitive situation.</p> <p><b>Mini Test 1 for RUGBY</b> <b>CORE TASK – 3v3:</b> Students' knowledge and application of correct tackling, correct passing techniques, movement off</p>	<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for BADMINTON</b> <b>CORE TASK – Singles Game</b> Students will play a singles match starting with a serve and use a variety of shots within a rally. The winner reaches 3 points first, students will then rotate and play a different student.</p> <p><b>Mini Test 1 for TRAMPOLINING</b> <b>CORE TASK – 10 Bounce Routine</b> Students will create a 7-bounce routine which will include any of the shapes, turns and landings covered in unit of work.</p> <p><b>Mini Test 1 for RUGBY</b> <b>CORE TASK – 3v3:</b> Students' knowledge and application of correct tackling, correct passing techniques, movement off the ball and decision making, when attacking and defending in a competitive situation.</p>

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	the ball and decision making, when attacking and defending in a competitive situation.	
<b>Spring 02</b> <b>Weeks 22 – 27 (6 weeks)</b>	<b>Summer 01</b> <b>Weeks 28 – 32 (5 weeks)</b>	<b>Summer 02</b> <b>Weeks 33 – 39 (7 weeks)</b>
<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in either Trampolining, Badminton, Cricket or Rugby. Please see the POS to find out which group is being taught which sport. <a href="#">POS 25-26.docx</a></p> <p>During Net and Wall Games (Badminton), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Speed and agility to cover ‘court’ and create time for more advanced skills</li> <li>➤ More advanced skills to maintain and win rallies</li> <li>➤ Different formations, positions and tactics in full game settings</li> <li>➤ More advanced rules and officiating</li> </ul> <p>During Trampolining, students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Fundamental skills such as shapes, balances, twists, turns &amp; landings</li> <li>➤ Understand the Health &amp; Safety</li> <li>➤ Individual sequencing of routines</li> <li>➤ Strength and suppleness when working with others</li> </ul> <p>During Invasion Games (Rugby), students will focus on:</p>	<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in Athletics. Please see the Athletics carousel documents to find out which group is being taught which athletic event. <a href="#">POS 25-26.docx</a></p> <p>During Athletics events, students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Core fundamental techniques of running (speed and endurance),</li> <li>➤ jumping (for distance and height) and</li> <li>➤ throwing</li> </ul>	<p><b>Content:</b> Year 9 students have 3 lessons of PE over a fortnight.</p> <p>Across the year, groups will be taking part in either Cricket, Rounders or Badminton. Please see the POS to find out which group is being taught which sport. <a href="#">POS 25-26.docx</a></p> <p>During Net and Wall Games (Badminton), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Speed and agility to cover ‘court’ and create time for more advanced skills</li> <li>➤ More advanced skills to maintain and win rallies</li> <li>➤ Different formations, positions and tactics in full game settings</li> <li>➤ More advanced rules and officiating</li> </ul> <p>During Striking &amp; Fielding Games (Cricket and Rounders), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Wider range of skills including variations in flight, spin, timing of strike etc</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, positions and formations</li> </ul>

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<ul style="list-style-type: none"> <li>➤ More advanced skills applied into game contexts</li> <li>➤ Team attacking and defending skills and principles</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, formations and positions</li> </ul> <p>During Striking &amp; Fielding Games (Cricket), students will focus on:</p> <ul style="list-style-type: none"> <li>➤ Wider range of skills including variations in flight, spin, timing of strike etc</li> <li>➤ Advanced decision-making skills</li> <li>➤ Full game rules, positions and formations</li> </ul>		
<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for BADMINTON</b> <b>CORE TASK – Singles Game</b> Students will play a singles match starting with a serve and use a variety of shots within a rally. The winner reaches 3 points first, students will then rotate and play a different student.</p> <p><b>Mini Test 1 for TRAMPOLINING</b> <b>CORE TASK – 10 Bounce Routine</b> Students will create a 7-bounce routine which will include any of the shapes, turns and landings covered in unit of work.</p> <p><b>Mini Test 1 for CRICKET</b> <b>CORE TASK – Diamond Cricket</b> Students will get into teams, playing the role of batter, wicket keeper, fielder, and a bowler.</p>	<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for ATHLETICS</b> No Core Task but students' performances in sprints, middle distance, throws and jumps will be measured against time and distance. In Athletics, students will take part in a mini 'Sports Day' where they will choose an event to compete in against other students in their band.</p>	<p><b>Assessment Objectives</b> Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions. This is complete in lesson 7 of each sport.</p> <p><b>Mini Test 1 for BADMINTON</b> <b>CORE TASK – Singles Game</b> Students will play a singles match starting with a serve and use a variety of shots within a rally. The winner reaches 3 points first, students will then rotate and play a different student.</p> <p><b>Mini Test 1 for CRICKET</b> <b>CORE TASK – Diamond Cricket</b> Students will get into teams, playing the role of batter, wicket keeper, fielder, and a bowler.</p> <p><b>Mini Test 1 for ROUNDERS</b> <b>CORE TASK – Mini Games</b> Students to be split into teams of 6 (Batter, Bowler, Backstop, Fielders). Each student has 3 throws each and the aim is to throw the ball as far as possible to score runs for their team.</p>

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