

Year 10 PE Learning Outcomes

Unit 1: Football

Students will:

- Demonstrate a range of attacking principles in order to outwit the opposition.
- Show and apply understanding of more complex rules of the game, know the consequences and officiate confidently.
- Plan, organise and lead practices and activities safely and give support to others around who leading similar groups.
- Move from position to position within the constraints of a game.
- Pass and receive the ball in a variety of ways and control the ball with different platforms.
- Dribble and link turns in a modified games.
- Demonstrate three different ways of shooting with accuracy.
- Use attacking and defensive headers in small-sided games.
- Select the appropriate type of tackle at the right time in small-sided games.
- Influence the direction of the ball carrier by jockeying in small-sided games.
- Take up secondary and tertiary supporting for the ball carrier in small-sided games.

Unit 2: Basketball

Students will:

- Understand the triple threat position and can demonstrate in practices.
- Follow the 3 main rules of basketball and know the consequences in small-sided games.
- Work with others to plan and lead a three-part warm up, safely, helping others to improve their performance.
- Play whether winning or losing in small-sided games.
- Catch/pick up the ball and demonstrate a triple-threat position and pivot in small-sided games. I can start to use a jab step to create space.
- Pass and receive the ball with control and accuracy in a small-sided game (3v3).
- Dribble the ball with either hand with some control in small-sided games. My eyes are sometimes looking at the ball.
- Shoot with good balance (B), eyes (E), shooting elbow (E) in, at 90*, wrinkles at the back of wrist, and have a good follow-through (F) in an isolated skill practice.
- Starting from the three-point line, dribble and take two strides and shoot a lay-up with the correct footwork
- Demonstrate three supporting positions for the ball carrier in small-sided games.
- Demonstrate basic man-to-man defence and use two defensive positions 'Ball' and 'Deny' in small-sided games.
- Demonstrate and good box-out/block-out and grab a rebound (2hands, 2 feet) in 1v1 games.

- Demonstrate basic man-to-man defence and use two defensive positions 'Ball' and 'Deny' in small-sided games.

Unit 3: Badminton

Students will:

- Apply the correct use of a shake-hands grip, a panhandle understanding why chassez steps are important to help cover the court.
- Vary the serves maintaining accuracy.
- Regularly display a variety of FH shots to maintain control in a rally and search for creating point winning situations.
- Serve using a BH technique and I know to play BH if necessary.
- Play a FH clear mid to back where often putting opponent on the back foot and regaining a position in the rally once again.
- Play a downward shot at speed into areas where the opponent is struggling to cover.
- Play a drop shot in a game when the opponent is at the rear of the court.
- Serve long in singles.
- Work the opponent left and right to create fatigue.
- Know the basic rules of full court single and doubles.
- Share advice with others to improve their umpiring.
- Continue to work hard even when losing.

Unit 4: Swimming

Students will:

- Swim 25m of two strokes changing pace for a racing finish.
- Support a swimmer in danger and be able to communicate with others to raise the alarm get support.
- Perform age related activities to improve cardiovascular fitness. This will include water aerobics.
- Rarely miss lessons through injury or forgetting my kit.
- If they miss an assessment be willing to attend EC swimming to be assessed.
- Enter the pool using a racing start using the blocks.
- Perform the correct finish for two different strokes.
- Perform consistently in the approach and the exit is smooth and fluent from a tumble turn or touch turn.
- Perform a consistent arm action in two strokes.
- Kick from the hip demonstrating flexion of the ankle joint.
- Develop a consistent breathing pattern which doesn't alter when swimming different distances.

Unit 5: Striking and Fielding

Students will:

- When batting control the outfield through my shot selection.
- Score accurately in small and full sided matches.
- Occupy the role of captain a lead a team successfully in pursuit of a common goal.

- Be able to move from position to position within the constraints of a game aware of strengths and how they can use them to benefit the team.
- Alter my approach to support variation in my delivery.
- Deliver an action which is smooth and rhythmic and efficient in relation to energy expenditure.
- Bowl consistently and can vary two of line length and flight to outwit the opponents.
- Manipulate opponents field placings by varying where they strike the ball.
- Advise others on the merits of playing defensively and discuss why it will benefit the team.
- Attack the ball from in front and arc their run around the boundary area/deep field.
- Be able to judge the flight of the ball and prepare themselves so that they can catch it. They can apply both overhead catching styles and below waist techniques.

Unit 6: Net/Wall Tennis

Students will:

- React to the opponent's position and can influence the result of the rally.
- Clear understanding of doubles strategies and can adapt them to suit the opponent.
- Advise others to make the correct calls. Insist on fair play and get players to demonstrate respect to others around the court.
- Plan, organise and lead practices and activities safely, helping others to improve their performance.
- Move from the ready position to attempt to close out a point.
- Consistently hop through the shot after contact.
- Perform a full overhead serve from the base line.
- Select the backhand shot and perform with control and consistency.
- Select the forehand shot and perform with control and consistency.
- Select the smash shot when in the correct situation and play it with some degree of accuracy and control.
- Select the volley shot and perform with control and consistency.

Unit 7: Netball

Students will:

- Help teams transition quickly into simple set plays when in attack or in defence.
- Understand more complex rules of the game, know the consequences and show application as a player and as an official to a reasonable level.
- Plan, organise and lead practices and activities safely, helping others to improve their performance.
- Identify and analyse performance in skills/game and of others. Prioritise and articulate suggestions and implement them.
- Move from position to position within the constraints of a game I give 100 % effort at all times. I am determined to succeed & improve my personal best.
- Pass and receive the ball with control and accuracy in a full-sided game. I think ahead to where I will pass and pass selection which is appropriate for the team
- Select the appropriate defensive strategy in order to delay the attack I can mark on and off the ball. I know not to move back if a shooter steps in.

- Display good technique and can step in or out to assist in my accuracy and success rate. Show how to move the ball out of the D to get into a better position.
- Demonstrate advanced footwork technique within a full sided game.

Unit 8: Health and Fitness

Students will:

- Be aware of positive lifestyle choices.
- Be aware of negative lifestyle choices.
- Start to interpret data and make suggestions as to why the scores are what they are.
- Perform all activities without an unnecessary break.
- Lead others in a simple circuit varying the focus areas.
- Explain why the body fatigues under different circumstances.
- Measure the heart rate of another individual.
- Be aware of the technology used to accurately measure heart rate.

Year 11 PE Learning Outcomes

Unit 1: Football

Students will:

- Recognise areas of performance and make changes to nullify opponent's strengths and expose weaknesses.
- Manage games effectively and can reflect on the performance of others.
- Adopt a leading role and participate regularly in leadership activities.
- Consistently raise my pulse for prolonged periods during times of fatigue I adapt my performance to ensure I can recover sufficiently.
- Pass and receive the ball in a variety of ways and control the ball within a full sided game.
- Dribble and link turns in a full sided games.
- Demonstrate a range of shooting techniques when under pressure in a match environment.
- Use attacking and defensive headers in full-sided games.
- Select the appropriate type of tackle at the right time in full-sided games.
- Influence the direction of the ball carrier by jockeying in full-sided games.
- Adopt various roles supporting for the ball carrier in full-sided games.

Unit 2: Fitness (Spin)

Students will:

- Demonstrate behaviours which promote long term health improvements.
- Perform all activities without an unnecessary break.
- Participate in all activities with no need to use modifications.
- Perform complex sequences at high intensity.
- Move their body in different directions quickly whilst withstanding fatigue.

Unit 3: Badminton

Students will:

- Apply the correct use of a shake-hands grip, a panhandle understanding why chassez steps are important to help cover the court.
- Vary the serves maintaining accuracy
- Regularly display a variety of FH shots to maintain control in a rally and search for creating point winning situations
- Serve using a BH technique and I know to play BH if necessary.
- Play a FH clear mid to back where often putting opponent on the back foot and regaining a position in the rally once again
- Play a downward shot at speed into areas where the opponent is struggling to cover.
- Play a drop shot in a game when the opponent is at the rear of the court.
- Serve long in singles.
- Work the opponent left and right to create fatigue
- Know the basic rules of full court single and doubles
- Share advice with others to improve their umpiring
- Continue to work hard even when losing.

Unit 4: Swimming

Students will:

- Swim 50m of two strokes changing pace for a racing finish.
- Be able to perform water safety and use this to support a swimmer in danger.
- Recognize how dry side activities can improve cardiovascular fitness. Can complete a cardio workout in the water with the use of buoyancy aids and other equipment to increase the energy required.
- Rarely miss lessons through injury or forgetting my kit.
- If they miss an assessment be willing to attend EC swimming to be assessed.
- Perform the correct racing start in two events.
- Alter my stroke in both events so that my finish is efficient.
- Approach at pace and exit from the turn transferring power and speed into their stroke.
- Perform with fluency and control and can maintain the correct technique for 50m in both strokes.
- In both strokes demonstrate the leg action is smooth and fluent, demonstrating efficient use of energy.
- In both strokes efficiency and fluency are evident due to a breathing action which conserves energy.

Unit 5: Striking and Fielding

Students will:

- Be able to play shots which makes the bowler move his fielders.
- Apply all rules consistently and can spot no balls accurately.
- Occupy the role of captain a lead a team successfully in their pursuit of a common goal
- Be able to motivate others to raise their performance levels.

- Maintain a smooth and fluent action and transfers energy into their delivery.
- Display an action which is smooth and rhythmic and efficient in relation to energy expenditure.
- Display a stock delivery but can offer two variations during a bowling spell.
- In a condition practice strike the ball into an intended area. Then they are able to transfer this with some success into small-sided games.
- Be aggressive when batting but alter their disposition based on the merits of the delivery mid-flight.
- Attack the ball and this creates indecision in the batter.
- Rarely drop a catch and the team can rely on their application of the correct technique to dismissing opponents.

Unit 6: Net/Wall Tennis

Students will:

- Use a variety of strategies and tactics to help control a game.
- Advise others to make the correct calls. I can insist on fair play and get players to demonstrate respect to others around the court.
- Reflect on planning and modify the delivery for a better learning experience.
- Move freely around the court whilst in control of the rally manipulating the opponent to create a greater opportunity to win the point.
- Consistently hop through the shot.
- Maintain a top spin grip throughout the game.
- Perform a variety of overhead serves directing the ball wide and down the centre line.
- Select the backhand shot. I can play a backhand slice consistently.
- Select the forehand shot and perform with control and consistency often applying topspin.
- Select the smash shot when in the correct situation and play it with accuracy and control.
- Select the volley shot and perform with control and consistency. I can play a drop volley and passing volley.

Unit 7: Netball

Students will:

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- Demonstrate basic man-to-man defence and use two defensive positions 'Ball' and 'Deny' in small-sided games.
- Demonstrate and good box-out/block-out and grab a rebound (2hands, 2 feet) in 1v1 games.
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