Subject: | Year Group: | Time Period: |

Scheme title	Badminton	Basketball	Dance	Fitness - Zuke	Football	Invasion Games	Football	Rounders	Rugby	Outdoor Fighting - Netball	Table Tennis
Purpose of scheme	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills, advanced skills and understanding of choreographic devices in team routines and challenges	KDW/Jeng rewritten	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills, advanced skills and tactical understanding in full sided games.	Consolidation of core skills and advanced skills and tactical awareness with application into full/half sided games.	Consolidation of core skills and advanced skills and tactical awareness with application into full sided games.	Consolidation of core skills and advanced skills and tactical awareness with application into full sided games.	Implementing skills into competitive games & developing knowledge of competition formats.
Knowledge in sequence	KDW being rewritten Leadership – Sport Ed allowing all students to adopt various leadership roles throughout scheme 1.Recap: Shooting and small sided games •Apply the more TT's in shooting •Perform them in small sided games •Perform them in small sided games •Compete using goal sportsmanship in small sided games 2.Recap: Dribbling and small sided games •Apply the more TT's in dribbling •Perform them in small sided games •Compete using goal sportsmanship in small sided games (quality into competitive situations) 3.Recap: Dribbling and small sided games •Apply the more TT's in dribbling •Perform them in small sided games •Compete using goal sportsmanship in small sided games (quality into competitive situations) 4.Recap: Dribbling and small sided games •Apply the more TT's in dribbling •Perform them in small sided games •Compete using goal sportsmanship in small sided games (quality into competitive situations) 5.Recap: 1v1/ 2v2 tournament (ring of the court) •Self assess ability to send yourself at the start (discussion about seedings) •Apply core & advanced skills in 1v1/ 2v2 scenario •Self assess performance at the end 6.Recap: Progressing to larger sized games (full cross court, 5v5 full court) •Describe how tactics change from 2v2 to cross court 5v5 •Adapt strategies to BI opponents •Evaluate strategy approaches 7.Recap: 5v5 full court games for understanding – defensive. •Work as a team to identify which defence to apply •Evaluate effectiveness of defensive strategy 8.Recap: 5v5 full court games for understanding – attacking. •Work as a team to identify which offence to apply •Evaluate effectiveness of offensive strategy		Consolidation of core skills, advanced skills and understanding of choreographic devices in team routines and challenges 1.Introduction to Just Dance unit – Benefits of activity and importance for stress relief and mental health. a.Discuss benefits of this type of activity – fitness, mental health, team work and cooperation, accuracy and fluency of movement, confidence and performance skills, knowledge of the subject – choreographic devices etc, leadership, challenge of competition and enjoyment throughout. b.Follow low impact 'just dance' to generate some warm up ideas. – HR and target zone introduced. c.Discuss benefits of this type of activity – low impact, accessible, enjoyable aerobic endurance. d.Perform just dance routines and evaluate impact on 1) enjoyment. e.Pair discussions to mental health – how does Just Dance make you feel? Carry out mover-just Dance routines with the focus on 'fun and feel good'. What benefits are you feeling from these routines? – smiling, cathartic, taking mind off problems, being with friends etc etc. (Building on knowledge of benefits from year 10 but paying particular attention to mental health benefits with consideration to exam stress related etc) 2.Competition and leadership. a.Pair discussion on how they would like the competitions to run each lesson and how points will be awarded. b.Options could include dance off's with groups given chance to practice and then perform head to head, dance off to an unseen routine, whole group with points awarded for different categories, pairs competitions, individual competition or have a different 'event' each lesson. c.Students then work together to establish the competition structure, a points system, set teams and judges. d.Once this is decided students will then enter to run the competition with one group taking the lead each lesson. Depending on what the class have decided leaders could be guided to evaluate their events around a different focus for each lesson with teacher input and questioning throughout. For example. 1.Warm work and cooperation and leadership a.Discussion around the key terms, 'what is team work?' 'what does it look like?' how is it achieved?' 'why is it important?' (Qualities of a good leader? b.Individual, just and larger team Just Dance songs performed – apply experiences to answer some of these questions. – more focus is a team, more to work with just one person, easier to work with those we new etc. – Why? c.Pair discussion around how we felt in these warm up and games. d.Discuss how their performances progressed and strategies they applied to develop team work – communication, consider roles, encourage and motivate each other etc. e.Points awarded based on this. (building on knowledge from year 10 with more student led discussion, deeper questioning and a student led competition forming base of lesson.) 2.Returns of a quality routine – accuracy, timing and variety of choreographic devices. a.Discussion around key terms and closing idea – what does accuracy mean and how will they achieve it. What is the importance of timing? b.Application of accuracy to routines of progressive difficulty. c.Teams to evaluate their own performance. d.Points awarded for accuracy and precision of movement. e.Students to explore and demo any choreographic devices they can recall from year 7,8, and 9. f.Discussion around the key choreographic devices. g.Students to pay particular attention to the choreographic devices evident in their routines. h.Performing and discussion around choreographic devices applied after each song – points awarded based on answers and effort. (building on knowledge from year 10 with more student led discussion, deeper questioning and a student led competition forming base of lesson.) 3.Performance skills and characterisation. a.Discussion around the importance of performance skills and characterisation. b.Discuss the key characters in the Just Dance routines. c.Selection of Just Dance with big characters carried out. E.g Tiger Mary, YMCA. d.Self/ peer evaluation of performances. e.Points awarded for embodiment of characters. (future challenging/ wider variety of routines completed and organisation of competitions all student led)	KDW being rewritten	KDW being rewritten Leadership focus: student led coaching/ full sided games – encouraged to take on roles such as official, coach or captain. Lesson 1 – Passing •Recap passing technique into a game •Develop attacking tactics through the game •Evaluate your/your peers performance Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). Lesson 2 – Shooting •Recap shooting technique into a game •Develop attacking tactics through the game •Evaluate your/your peers performance Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). Lesson 3 – assessment / officiating •Apply the rules in a full sided game of handball. •Attempt to play a formation as a team •Officiate games. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Hockey Lesson 1 – Attacking tactics •Recall the teaching points for passing and receiving in hockey •Work as a team to develop attacking tactics. •Evaluate your team's effectiveness Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). Lesson 2 – Defensive tactics •Recall the teaching points for passing and receiving in hockey •Work as a team to develop attacking tactics. •Evaluate your team's effectiveness Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). •Create your own drill around a core skill of your choice •Decide whether to pass, shoot or dribble in a game. •Evaluate your/your peers performance Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Lacrosse Lesson 1 – space and movement •Recall the teaching points for passing and receiving in hockey •Work as a team to develop attacking tactics. •Evaluate your/your peers performance Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). •Demonstrate core skills in rotation •Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques and tactics. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Lacrosse Lesson 1 – space and movement •Recall the teaching points for passing and receiving in hockey •Work as a team to develop attacking tactics. •Evaluate your/your peers performance Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). •Demonstrate core skills in rotation •Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques and tactics. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Tag rugby Lesson 1 – defensive line •Work as a team to create a strong defensive line with clear lines of communication. •Evaluate the quality of your teams defensive line. Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). Lesson 2- Attacking movements and tactics •Use a range of attacking movements to get past the defence. In larger games. •Apply tactics to outwit your opponent. Students encouraged to use other means of attack apposes to just the movement, encourage more complex tactics on the attack. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) – encouraged to take on roles such as official, coach or captain. Lesson 3- Competition and team strategy •Reconsider strengths and weaknesses of your team •Accidentally weaknesses in the other teams. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Ultimate Frisbee Lesson 1- outwitting opponents •Use a range of attacking movements to the disc to outwit opponents. •Evaluate your teams effectiveness Leadership focus: student led coaching/ full sided games – encouraged to take on roles such as official, coach or captain. Lesson 2- Throwing accuracy •Refine the backhand and forehand technique. •Review the frisbee varying distances. •Apply accuracy to your throw. Leadership focus: opportunities for students with the experience to lead the whole or part of the lesson (plan can be provided or students use their own). Lesson 3- officiating •Apply the rules in a full sided games of frisbee. •Evaluate your own games showing sportsmanship throughout •Evaluate your/your peers performance in the tournament. Leadership focus: target students towards the leadership Academy- Officiate full sided games (where appropriate) Assessment lesson •Select and apply a range of core and advanced skills in a conditioned game •Apply these skills into a full sided game with application of tactics and strategies •Officiate a full sided game of Frisbee using the rules of the game. Leadership- students to rotate the leader and the number of participants (they progress through) the scheme. Each lesson different students will be responsible for leading a 3 phase warm up. Students to be targeted towards the Leadership Academy and have the opportunity to lead parts of or a whole lesson. Similar to the year 10 leadership focus to allow students the time to develop and assess the different leadership opportunities in support of the leadership Academy.	Football 1.Introduction to Sport Ed – establish teams, names, roles etc. a.Discuss how Sport Ed works. b.Allow time for teams to be organised and roles established. – managers taking lead with team discussion. (students will be working with a different team and range of abilities compared to year 10) 2.Recap: Dribbling and specific warm up – whole class carry one out together. (Encourage MS to lead a full class warm up) 3.Warm up coach to lead warm up to their group and evaluate performance with target cast to improve for the following lesson. 4.Teacher to award points for warm up. 5.Discussion around position and roles of team – managers and coach to organise positions. 6.Matches played. 7.Select points to group based on performance today. 8.Rules. a.Warm up led by warm up coach/equipment manager to sort equipment/team manager to check kit/skill coach to organise players into preferred position. b.Discussion around key rules – link to assessment cards. c.Teams to apply rules in game situations. d.Designer for each team to officiate their matches with help from cards. (students encouraged to build on their year 10 knowledge and only use cards if not confident. Umpiring and officiating opportunities for students who are confident in year 10 lessons) e.Discussion based around evaluating performances of umpires – characteristics of a good umpire. f.Warm rules introduced as lesson progresses and applied after some evaluation and feedback time between games. g.Points awarded based on kit, organisation, warm up, umpiring, matches, sportsmanship. 9.Skills – team clinic a.Discussion around team's strengths and weaknesses in terms of skill. b.Teams to choose their practice from a range of options depending on their weakness. – skill coach to lead using cards to support. c.Continued peer evaluation and progression/ change of practices introduced as needed. d.Apply skills to game situations. e.Evaluation and reflection on performances. (students encouraged to try broad range of skills and attempt progressions/ harder levels of challenge compared to year 10) 10.Assessment planning a.Discussion based around how to plan and run a tournament. b.Designer + allocated time to plan tournament while team mates continue with their skill clinics and play mini games. c.Student led tournament started. d.Evaluation of organisation and targets set for next lesson. 11.Tournament a.Student led tournament. b.Points awarded. c.Tournament continued. d.Students to continue running their tournament and play finals if needed. 12.Points awarded and overall winner announced. Leadership focus: Sport Education – Sport Education Model. First lesson will emphasise leadership and assign each learner with a leadership role for the scheme. The whole unit will encourage learners to take charge of their warm ups, coaching, officiating, organisation of matches, equipment and each other as well as working democratically and fairly with their own and other teams.	Rounders Consolidation of core skills and advanced skills and tactical awareness with application into full/half sided games. Lesson 1 – baseline assessment teacher to gauge starting point of learners. Future lessons to pitch difficulty dependent on starting point. •Apply core skills and advanced in a full sided game of rounders. •Identify the advanced skills and describe tactics. •Identify the rules of the game and how they are applied to work on (Use of assessment criteria to assess quality / difficulty) Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up with provided resource for the skill phase. Lesson 2 – throwing and catching •Explain the throwing and catching techniques •Apply the throwing and catching techniques in conditioned games •Evaluate your / your peers performance. Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up including skill practice to a small group. Officiate conditioned games. Lesson 3 – batting •Demonstrate the ability to use power and accuracy when batting. •Refine your decision making when running between the bases. •Evaluate your/your peers performance. Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up including skill practice to a team. Officiate conditioned games. Lesson 4 – mini point assessment selection of appropriate tactics and strategies •Describe appropriate tactics to use in a range of different situations. •Apply these tactics successfully to overcome the scenario •Evaluate your/ your teams effectiveness. Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up including skill practice to a team. Lesson 5 –officiating •Identify the roles of the fielders and bowlers umpire •Describe the role of the batters and bowlers umpire •Officiate part of a game of rounders to see or more of these roles. •Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up including skill practice to a team. Officiating and roles within the tournament such as organisation and captains' coach. Lesson 6 – tournament assessment •Lead the warm up and organisation and running of the tournaments •Be a group plan your teams fielding positions and batting order •Evaluate your teams effectiveness. Leadership focus: direct students towards the leadership academy. Lead: a 3 phase warm up including skill practice to a team. Officiating and roles within the tournament such as organisation and captains' coach. Lesson 7 – Sport Education Assessment •Complete the end of the Sport Education Assessment. *If part of moderation teacher will assess during this lesson •Select your teams batting order and fielding positions based on your last performance. •Keep the score and same may officiate games. •Apply a range of skills and tactics throughout the tournament. Lesson 8 – tournament assessment lesson •Apply a range of skills and tactics into a full sided game. •Keep the score and same may officiate games. •Evaluate your and your teams overall performance.	KDW being rewritten	KDW in progress	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment Transition from GCSE subjects Employment organisation/Enterprise/BTEC Sport Unit 5	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment Transition from GCSE subjects Employment organisation/Enterprise/BTEC Sport Unit 5
Skills	KDW being rewritten	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment	Choreographic devices linked to gymnastics and Cheerleading Timing linked to gymnastics and cheerleading Components of fitness – Flexibility, balance, coordination, muscular strength and endurance.	KDW being rewritten	KDW being rewritten	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment	Warm up – Heart rates, stretches – although made sports specific the principles behind are just as relevant. Components of fitness- (portable to all) •BMI/MAM and BCRAP Qualities of a good leader. Throwing and catching links to invasion games e.g Rounderball. Tactics and strategy links to other invasion games eg Football, handball, hockey etc.	Warm up Leadership Coaching opportunities Rules and Regulations Tactics Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment	KDW being rewritten	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment	Warm up Leadership Coaching opportunities Rules and Regulations Tactics (attack and defence) Safety of equipment and clothing How to set up equipment safely Evaluation by peers and teacher Baseline assessment Transition from GCSE subjects Employment organisation/Enterprise/BTEC Sport Unit 5
Key Words		Exterior Baseline Half court Space/ line The Key area Offhand Half court Full court Press	Counts/beats Synchronised Tempo Tempo Rhythm Aesthetics Choreographic Devices Canon Unison Simple Canon Unison Formations Levels Pathways Augmentation - E Retrograde Simultaneous Canon Consecutive Canon	KDW being rewritten	KDW being rewritten	KDW being rewritten	Attack Defence Shoot Pass Footwork Rebound Clearance Contact Replay Free pass Penalty pass	See Assessment card Bowling Batting Catching Throwing Fielding Long barrier Retrieve Backstop Wicket keeper Directional Backing up Tactics Placing the field Umpire	KDW being rewritten	KDW in progress	Backhand Backspin Block Doubles Cross Fishing Flick Forehand High toss Loop Refuse Serve Shot sequencing Side-side Smash Spin Topspin Round robin competition
End Point	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills, advanced skills and understanding of choreographic devices in team routines and challenges	KDW being rewritten	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).	Consolidation of core skills and advanced skills and tactical awareness in full sided games (where appropriate).
Assessment method	KDW being rewritten	Assessment – NA	Assessment – NA	Assessment – NA	Assessment – NA	1.Lesson 1 baseline assessment 2.Lesson 2 – progress point 1 3.Lesson: 7 and 8 – end of cycle assessment	Assessment – NA	1.Lesson 1 – Baseline Assessment 2.Lessons 6 – progress point 1 (assessment of application of skills and tactics) 3.Lessons 7 & 8 - End of cycle assessment	Assessment – NA	KDW in progress	Pupils' ATL will be formed through summative assessment throughout the Table Tennis Block, in line with the school feedback policy. Blockboard Backspin Chop Doubles Cross Fishing Flick Forehand High toss Loop Refuse Serve Shot sequencing Side-side Smash Spin Topspin Round robin competition Knockout competition Ladder competition