

Physical Education - Robins

Key Stage/Year	KS3
Approximate Number of Lessons and Term	14 Lessons (Doubled lessons due to PE provision being off-site)
Qualification/Exam (if applicable)	n/a

Consideration of prior learning	Students build on their prior knowledge from the last academic year curriculum based on the classes overall ability. Prior learning at KS2 through the MEinPE assessment model around the importance of a healthy active lifestyle and the impact of sport and physical activity has on the body.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Knowledge recall is used at the start of every lesson to recall previous learning from the previous lesson. Formative assessments such as Q&A, snowball questioning, low-stakes group work and reflective writing recall.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	Students will apply their learning through the MEinPE assessment approach at the end of each scheme of work through assessment lessons. Formative assessments such as Q&A, snowball questioning, low-stakes group work and reflective writing recall.
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Head - To develop tactical skills and understand where passing is used in football	2	<p><u>Starter</u> Pulse raiser – football movements in a small 10m grid. Dynamic stretches (i.e. lunge, touch instep of foot) 1 ball each or 1 between 2.</p> <p><u>Main activity</u> Dribbling relays. Progress to in and out of cones. Move into small 5m grids – Pairs with 1 ball - Teaching points: Take weight out of the ball. Use the side of the foot, get the ball out of your feet. Always turn into space (Scan and check shoulder).</p> <p><u>Conditioned Games</u> Conditioned competitive games (See Small Sided Games QR Code) – 2 goals at each end to encourage decision making based on defenders position</p> <p><u>Think, Pair, Share</u> 1. Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - To develop an understanding of ABCs and their practical examples in football			
Hands - To perform basic football skills of passing and receiving in isolated practice			
Head - To outwit opponents with the use of dribbling, control, and turning with the ball	2	<p><u>Starter</u> Pairs warm up - Count to 3. Replace 1, 2 & 3 with jump, side step and jog backward and then forwards. In 25 x 25m grid, pupils to pass and move as a pair.</p> <p><u>Main activity/Conditioned Games</u> Move as a 'unit' to the empty corners or space. Introduce cone gates in the working area. Pass must go through it. Highlight communication skills (use prior learning shoulder checks) Conditioned Game – 3 passes before you can score.</p> <p><u>Think, Pair, Share</u></p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - To develop an understanding of ABCs and their practical examples in football			
Hands - To be able to perform the basic dribbling technique with control			

		<p>1. Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group.</p>	
<p>Head - To outwit opponents with passing and movement off the ball</p>	2	<p>Starter Split group into 2. One with ball + other without (10 x 20m grid) Dribbling and move with ball or jog around in area. Add football movements both with and without ball. 3's –</p> <p>Main Activity Pass and move around 30mx30m grid. Avoid other 3's (Spatial awareness) – use side Foot, outside, dominant, non-dominant. – TP's – balance, coordination, weight of pass dependant on distance</p> <p>Conditioned Games 4 v 4 Competitive Game - Condition - 4 Passes then can shoot on goal.</p> <p>Think, Pair, Share 1. Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>Heart - To develop an understanding of ABCs and their practical examples in football</p>			
<p>Hands - To be able to use width and playing into space in order to attack</p>			
<p>Head - To demonstrate the ability to outwit opponents in a game situation using the appropriate skills and techniques</p>	2	<p>Starter Recap previous learning</p> <p>Select 4/5 individuals to lead a small 2 min warm up. Pulse raise and dynamic stretches</p> <p>Main Teaching Phase Set up 1 v 1 channel – pairs to beat opposition. Move onto 'dribbling QR Code' outline above. Conditioned 5 vs 5 competitive game – Mark only 1 player (man to man) track ball and man is a multi-functional skill. Why is it important?</p> <p>Teaching points – Scan and 'read' the flow of the game. Defending position sideways on, low, keep at arm's length without committing until time is right.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>Heart - To develop an understanding of ABCs and their practical examples in football</p>			
<p>Hands - To execute all prior learning in a game situation</p>			

		<p>Conditioned Games Conditioned game – coned area in the corner of goals = 2 points.</p> <p>Think, Pair, Share</p> <ol style="list-style-type: none"> Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group. 	
Head - I can identify where problem solving is apparent in everyday life	2	<p>Orienteering</p> <p>Introduction to problem solving Warm Up: Warm Up task cards; students are to choose and complete various task cards to increase mobility. prepare the body for exercise, and limit the risk of injury.</p> <ul style="list-style-type: none"> OAA Orientated warm-up Slideshow: What activities are within OAA; Q&A Define terms OAA and problem solving Problem solving activity in OAA, Sport and Everyday life Summarise; Q&A regarding OAA <p>Think, Pair, Share</p> <ol style="list-style-type: none"> Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group. 	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can explain what is meant by light exercise			
Hands - I can overcome an obstacle			
Head - I can identify potential hazards in a familiar environment	2	<p>Trust exercises - Partnerships Warm Up: Warm Up task cards; students are to choose and complete various task cards to increase mobility. prepare the body for exercise, and limit the risk of injury.</p> <ul style="list-style-type: none"> Warm up (problem solving activity) recap from last lesson Importance of trust and dependence Effective communication Partnership exercises using communication Adapted personal communication Extended partnership exercises 	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can explain what is meant by heart rate			
Hands - I can communicate effectively with my peers			

		<ul style="list-style-type: none"> Summarise; Q&A (allow students to show their individual ways) <p><u>Think, Pair, Share</u></p> <p>3. Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group.</p>	
<p>Head -I can work cooperatively towards a common goal</p> <p>Heart - I can explain what is meant by increased heart rate</p>	2	<p><u>Group activities (Leadership)</u></p> <p>Warm Up: Warm Up task cards; students are to choose and complete various task cards to increase mobility. prepare the body for exercise, and limit the risk of injury.</p> <ul style="list-style-type: none"> Starter activity (reflection of partner work) Bench activities Q&A what was important with exercise (leadership) Role of leader and importance of teamwork Group activities (x6) rotate leaders Reflection <p><u>Think, Pair, Share</u></p> <p>4. Students are to have an active discussion on what they have learnt throughout the lesson, share this with their peers, and share this with the group.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>Hands - I can contribute towards tackling a problem as a group</p>			

<p>Possible Adaptations for Higher and Lower Achievers</p>	<p>Higher achievers - Differentiation in formative assessment, creating questions for their peers to discuss and solve, development of checking strategies, more challenging worksheets and thinking around lesson content.</p> <p>Lower achievers - Visual aids for learning content, differentiation on learning objectives, scaffolded learning provided by the teacher and teaching assistants in terms of a step by step approach/to do list. Creating questions for an answer provided to promote thinking</p>
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