

## **KS3/4/5 Striking and Fielding- Scheme of Work**

Pillar 1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific

Pillar 2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities

Pillar 3. Healthy participation – knowledge of safe and effective participation

FMS - Fundamental movement skills (movement patterns, footwork, skill related fitness)

Year 7	Year 8	Year 9
<p><b><u>Motor Competence (1. 3)</u></b></p> <p>Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be small sided in nature to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed.</p> <p><b><u>Core/Advanced Skills to include:-</u></b></p> <p>Batting Bowling Fielding Specialised positions Running/movement Speed/agility</p> <p>Healthy Participation - Students should be able to discuss the importance of a BHAL</p>	<p><b><u>Rules, strategies and tactics (1.2.3)</u></b></p> <p>Once the skills are being performed with speed, accuracy and technique, we now need to add decision making and tactical awareness plus knowledge of rules</p> <p><b><u>Core/Advanced skills developed with increased competition:-</u></b></p> <p>Variation of core skills When and where to perform (Decision making) Assess strengths and weaknesses of opponents Positions Set plays/pieces Awareness of rules regulations Development of specific positions fundamentals</p> <p>Healthy Participation - Physical, Social and Mental well being importance</p>	<p><b><u>Examination PE, Competition participation (3)</u></b></p> <p><b><u>Sept - Jan</u></b> Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, refereeing (hand signals) and sport leadership will be developed</p> <p><b><u>Jan - July</u></b> Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4</p> <p>Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft employability skills. Teamwork, resilience and empathy</p> <p>Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body</p>
<p><b><u>FMS Development</u></b> <b><u>Skill related fitness/Training methods</u></b></p> <p>Reaction Time/circuit Agility/ interval Coordination/circuit</p>	<p><b><u>Motor Competence</u></b> <b><u>Skill related fitness/Training methods</u></b></p> <p>Acceleration/interval Power/plyometric</p>	<p><b><u>Motor Competence</u></b> <b><u>Skill related fitness/Training methods</u></b></p> <p>Acceleration/interval Power/plyometric Reaction Time/circuit      Refined Agility/ interval Coordination/circuit</p>

Year 10	Year 11	Sixth Form
<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Striking and Fielding Cricket, Rounders, Softball, Longball, Adapted variations, quik cricket</p> <p>At the end of each unit, students should be aware of rules to each activity, tactics, officiating/refereeing alongside active participation. Could they set up a mini tournament?</p>	<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation.</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Striking and Fielding Cricket, Rounders, Softball, Longball, Adapted variations, quik cricket</p> <p>At the end of each unit students should be aware of rules to each activity, tactics, officiating/refereeing alongside active participation. Could they set up a mini tournament?</p>	<p>Core PE/Enrichment</p> <p>Lifelong participation is both competitive and recreational in nature. Opportunity for area/national and county fixtures if appropriate. Sports day and inter tutor sporting events alongside enrichment wider opportunities.</p> <p>Examination PE BTEC Extended Diploma (3 A Level) BTEC Extended Certificate (1 A level) Pearsons approved assignment briefs (adapted)</p> <p>A Levels PE SOW on G drive for 2 year course</p>
<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Staff deliver to their strengths, group needs, facilities and season.</p> <p>Students should still be wearing sporty clothes and enjoying either competitive or social side to PA</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>

<https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>