



## PE Long Term Plan

### Key Stage Five

PE is offered as an optional subject for students during KS5. If they choose PE, they have a minimum of 2 hours per week to continue their physical education. During these lessons, pupils will cover a range of sports/disciplines during their time in KS5, including; Football, Hockey, Personal fitness, Cricket, Netball, Basketball, boccia, table tennis. Students will be encouraged to take a highly active role in the running of the lessons, which include taking warm-ups, cool downs and leading their peers in practising skills. Evaluating their own and others performance plays a key part in the OCR Entry level qualification the students will be studying for. Not only is it important for the students to understand what it takes to perform well in sport and keep healthy, but they will also learn how others do the same

#### **Activities**

**Netball** – Lessons will be structured for pupils to be finally assessed at Entry level 1-3 on the following:

#### **Skills**

Footwork:

- Stopping/Landing
- Pivoting
- Dodging

Catching and Passing:

- Chest
- Shoulder
- Overhead
- Bounce

Shooting and rebounding

#### **Decision making and rules**

- Selection and use of skills (e.g. when/where to shoot/pass)
- Applying tactics (attack and defence)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

**Hockey** - Lessons will be structured for pupils to be finally assessed at Entry level 1-3 on the following:

#### **Skills**

**Outfield players** - Ball control, Passing: (Push, Slap hit), Dribbling, Shooting, Tackling



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**Goalkeeper** - Passing, Dribbling, Shot stopping

**Decision making and rules**

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defence)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

**Football** - Lessons will be structured for pupils to be finally assessed at Entry level 1-3 on the following:

**Skills**

**Outfield players** - Shooting,Ball control,Dribbling,Passing,Heading,Tackling

**Goalkeeper** - Ball control, Passing (including kicking from hands where applicable), Throwing, Shot stopping

**Decision making and rules**

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defence)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

**HRF** -Learners will be shown how to complete and create their own circuit training sessions and assessed by the following:

**At Level 3:** The ability to independently plan and adapt your training programme.

**At Level 2:** The ability to plan and adapt your training programme with some assistance.

**At Level 1:** The ability to plan and adapt your training programme with significant assistance.

**Skills**

Identifying focus of training

Design the training programme

Preparation for training:

- Health and safety



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- Warm up
- Equipment checks

Evaluating and modifying of the training programme:

- Progression
- Suitability

Quality of execution:

- Range of exercises
- Technique

### **Decision making and rules:**

- Selection and use of skills (e.g. appropriate exercises to meet their goals)
- Applying tactics (e.g. when/how to adapt or progress with training)
- Awareness of rules and conventions

**Cricket** - Lessons will be structured for pupils to be finally assessed at Entry level 1-3 on the following:

### **Skills**

Batting:

- Front foot attacking and defensive shots
- Back foot attacking and defensive shots
- Running between the wickets

Bowling:

- Fast, medium or spin
- Line and length of bowl

Fielding:

- Stopping the ball
- Catching
- Throwing – underarm and overarm

Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Catches
- Stumping



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### **Decision making and rules**

- Selection and use of skills (e.g. which shot/delivery to use; when to run between the wickets)
- Applying tactics (batting and bowling/fielding)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication