

<b>Topic: Physical Education- Netball- Year 10</b>		<b>Duration: 6/7 Weeks Permitted in Term</b>	<b>Composite:</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Chest Pass Bounce Pass Shoulder Pass Ball Placement  Receiving Static Moving Proactive  Running Footwork Split Landing Advantage  Speed Height Advantage Turn in the air Outwards  Marking the Ball Dictating Denying Interception	<b>Passing</b> <ul style="list-style-type: none"> <li>- Selecting the appropriate pass based on the situation</li> <li>- Adding deception to your passes- No Look Passes</li> <li>- Timing of pass</li> <li>- Ball placement- Ensuring ball is placed into space for play to run onto and prevent interception</li> </ul> <b>Receiving</b> <ul style="list-style-type: none"> <li>- Receiving the ball on the move</li> <li>- Know when you receive the ball in a static position or on the move EG: GS may receive in a static position because she is holding space in the circle.</li> <li>- Show skills from previous years 'Dodge, Move, Signal, Shout, Space'</li> <li>- When receiving the ball, you should be looking for the next pass to give the first-time ball</li> </ul> <b>Footwork</b> <ul style="list-style-type: none"> <li>- Develop running footwork when bring ball down the court- to produce speed playing down court.</li> <li>- Understand and show the use of a step. To get closers to the post or away from a defence with a good stretch.</li> <li>- Understand the advantage of a Simultaneous split landing, develop the skill to jump and split land (especially in the circle)</li> </ul> <b>Turning in the air</b> <ul style="list-style-type: none"> <li>- Develop speed and height of turn in the air when receiving the ball- understand the advantage you gain when using this skill</li> <li>- Understanding that you turn outwards away from the defender to protect the body and ball</li> <li>- Develop the skill of looking for the next pass as turning in the air so first-time ball can be given</li> </ul> <b>Defence</b> <ul style="list-style-type: none"> <li>- Apply knowledge of the 3 phases of defence: Stage 1: Marking the ball. Stage 2: Dictating/Denying space, Stage 3: turning over ball</li> </ul>	<ul style="list-style-type: none"> <li>- Select the appropriate pass, ball places and deception to avoid an interception.</li> <li>- Know when to use each pass</li> <li>- Receive the ball on the move to avoid interception and increase speed of play</li> <li>- Drive/ attack the space</li> <li>- Select the appropriate footwork depending on your situation</li> <li>- Improve speed of play using running footwork</li> <li>- Use a split landing to gain an advantage as a shooter</li> <li>- Turn outwards (away from defender) to protect the body and the ball.</li> <li>- Gain height and speed in play using a turn in the air</li> <li>- Open vision to see next pass before you land your feet</li> <li>- Show understanding on the 3 phases of defence</li> </ul>	Links to throwing sports like rugby, rounder understanding the type of pass needed and the placement.  Link to other catching sports like rugby, rounders, basketball  Links to badminton and tennis for the ready position  Links to dance and gymnastics being in control of feet movements  Links to dance and rugby looking for the next phase  All invasion games that involve 1 v 1

<p>Angle Anticipation</p> <p>Dodging Alert Reverse roll Protect Space</p> <p>Implement Set play Communication</p> <p>Split landing Double play Triangle Outwit</p> <p>Umpire Contact Obstruction Footwork Replay Offside Delaying play Over a third</p>	<ul style="list-style-type: none"> <li>- Understand how you can angle your body to dictate play and come out with an intercept</li> <li>- Anticipating play to gain an intercept.</li> <li>- Learn and apply defence strategies and tactics to play.</li> </ul> <p>Methods of Dodging:</p> <ul style="list-style-type: none"> <li>- Apply dodging learnt from previous lessons</li> <li>- Ensure you are on your toes, alert and ready to move</li> <li>- Learn and apply a reverse roll</li> <li>- Understand how we can use our body to protect space to drive and receive the ball.</li> </ul> <p>Set plays:</p> <ul style="list-style-type: none"> <li>- Understand and apply a variety of backline passes</li> <li>- Understand and apply a variety of centre passes- Create your own and implement it into a game situation</li> <li>- Understand and apply a variety of defensive centre passes</li> </ul> <p>Shooting and Attacking Play:</p> <ul style="list-style-type: none"> <li>- Shooter applies the use of a split landing in the circle to get close to the post</li> <li>- Understand and apply the use of a double play when bring the ball down court.</li> <li>- Understand and apply the use of triangle work on and around the circle edge</li> <li>- Understand how you can outwit defence without trying to outrun them</li> </ul> <p>Game Play</p> <ul style="list-style-type: none"> <li>- Understand the rule of the game: Contact, Obstruction, Footwork, Replay, offside, delaying play, contact with the court, not wholly within, over a third.</li> <li>- Know where each position is allowed to go on court: GS, GA, WA, C, WD, GD, GK</li> <li>- Be able to umpire a game with the knowledge of the rule you obtain</li> <li>- Play a 7v7 game and apply knowledge learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate how effective the 3 phases of defence are</li> <li>- Use your body to dictate play</li> </ul> <ul style="list-style-type: none"> <li>- Use dodges and rolls to outwit defenders</li> <li>- Understand how you use your body to protect space</li> </ul> <ul style="list-style-type: none"> <li>- Understand 1 set play for centre pass, defence centre pass and backline pass</li> </ul> <ul style="list-style-type: none"> <li>- Use a split landing to gain an advantage as a shooter</li> <li>- Understand how the use of triangle work can get the shooters closer to the post.</li> </ul> <ul style="list-style-type: none"> <li>- Know the rules of netball</li> </ul> <ul style="list-style-type: none"> <li>- Have confidence to umpire a game during lesson</li> </ul>	<p>Links to footwork in dance and rugby</p> <p>Links to all invasion games setting a play to gain a set outcome.</p> <p>Links to KS3 with shooting technique</p>
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Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> <li>• Reading cue cards and resources.</li> <li>• Reading learning objective and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching using powerful knowledge and observation skills.</li> <li>• Feedback to peers.</li> <li>• Communication within performance eg. Signal and shout when free.</li> </ul>	<ul style="list-style-type: none"> <li>• Any use of resource card being filled in.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeatedly trying to perfect skill and obtain mastery level.</li> <li>- Losing small sided games, being grouped based on ability.</li> <li>- Trying, failing and repeating.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing effective team work, co-operation and leadership.</li> <li>- Working towards cohesive and collective goals.</li> <li>- Managing groups of people and working effectively.</li> <li>- Listening to instructions and acting upon them.</li> <li>- Working independently when requires.</li> </ul>

	<ul style="list-style-type: none"> <li>• Answering questions of peers, TA and Teacher.</li> </ul>			
<p><b>Communication and Interaction</b></p> <p><b>Cognition and Learning</b></p> <p><b>SEMH</b></p> <p><b>Physical/Sensory</b></p>	<p><b><u>SEND:</u></b></p> <ul style="list-style-type: none"> <li>-Quantity of instructions given at once.</li> <li>- Language given in explanations.</li> <li>- Demonstrations given at all times.</li> <li>- Positive discrimination towards those than need it.</li> <li>- Sensitively placing groups together.</li> <li>-Adjusting language and speed of explanation when needed.</li> </ul>			

<b>Topic: Y10 Rugby</b>		<b>Duration: 6 weeks permitted in term</b>	<b>Composite:</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Offload Point Target	<p>1 passing- <u>Spin pass and offload</u></p> <ul style="list-style-type: none"> <li>- Why do we try and spin pass instead of a normal pop pass?</li> <li>- Back hand of the ball is the one that spins the ball.</li> <li>- Follow through towards the target area</li> <li>- What is an offload? What does it look like</li> <li>- Emphasis is to try and play the ball quickly in rugby. When in rugby moving the ball in contact is considered an offload.</li> <li>- Lift the ball from low to high</li> <li>- Support players must be on the shoulders of attackers</li> <li>- Communication which side to offload</li> <li>- Soft hands</li> </ul> <p>2. Tackling- Students will focus on two man tackles.</p>	<p>Offload- lift the ball upwards. Offload should only be performed when there is support. Spin pass- Cock the elbow back, pointing the nose of the ball at your target.</p>	<p>Links with previous offloading and passing. Complex of skills and drills increased</p>
Dominate Impact Shoulder wrap	<p>Lower your centre of gravity into a crouching position and brace your shoulder for impact. Drive with your legs. This will give the necessary momentum to make a firm impact with your shoulder on the ball carrier's thigh. STEP THREE Make sure your head is tucked behind your opponent's body. Wrap your arms around the ball carrier's legs, grip tightly and hold on. You've got a man to bring down. STEP FOUR Continue to drive through to complete the tackle. One tackler should perform this technique while the other partner should look to tackle high and strip the ball.</p>	<ul style="list-style-type: none"> <li>- Cheak to cheak</li> <li>- 1 high 1 low</li> <li>- Rings of steel</li> </ul>	<p>Links with other games activities. Using numbers in defence to control the engagement.</p>
Height Impact	<p>3. Breakdown skills- Students will understand that as they approach every breakdown, the situation will be different every time having to change the rucking technique they will use. This will differ in attack and defence. Defence – Bridge the ball with multiple defenders</p>	<p>Every ruck is different and you must select the correct technique for the right situation.</p> <ul style="list-style-type: none"> <li>- Bridge the ball- Defence</li> </ul>	<p>Links with pervious rucking lessons, the complexity and</p>

<p>Crockroll Clear-out</p> <p>Pencil Tension Jumper Control Landing Safety</p>	<p>Attack- crock roll, attack from the side, break the glass.</p> <p>4. Lineouts- Lifting in the lineout. The lifting technique and sequence As the jumper explodes into the jump, the lifter needs to immediately do the following:</p> <ul style="list-style-type: none"> <li>• Get close to the jumper and make sure they have a grip on them.</li> <li>• Use the jumper's momentum to drive the jumper upwards. This initiates an arm extension to lock out the arms.</li> <li>• Close the gap with the jumper on full extension by taking two or three small steps inwards and towards the other lifter.</li> <li>• Keep their head in a neutral position to lock the core stomach muscles at the top of the lift.</li> <li>• Retain their grip following the catch and bring the jumper to the ground, holding on until the jumper is stable.</li> <li>• Move early to a new position away from opposition pressure, to set up and bring the jumper on to you.</li> </ul> <p>5. Mauling- Mauling is an attacking option that can be used to beat a defensive set up. A maul occurs when the ball carrier is held by one or more opponents and one or more of the ball carrier's team mates holds on (binds) as well (a maul therefore needs a minimum of three players). The ball must be off the ground.</p> <p>The team in possession of the ball can attempt to gain territory by driving their opponents back towards the opponents' goal line. The ball can then be passed backwards between players in the maul and eventually passed to a player who is not in the maul, or a player can leave the maul carrying the ball and run with it</p> <p>6. Styles of play- The style of play can be changed in rugby, dependant on the situation the team finds themselves in. Students should understand the difference between fast and slow ball. Slow ball is linked to when defensive lines are set in position or you need to run down the clock. This can be done by picking an going from the back of a ruck. Fast ball can be used to try and exploit teams on the outside using pace and width.</p>	<p>- Crock roll- attack / Defence</p> <p>Jumper must jump Body tension in the air Pinch the thighs</p> <p>A maul can be used to attack a defence Strong bind Set before the push</p> <p>Slow ball = Defensive line set Fast Ball = beat the defence on the outside. Pick and go.</p>	<p>challenge of skills increased.</p> <p>Jumping in sports like basketball, gymnastics and badminton. Body tension and landing</p> <p>Crossover links with scrummaging and tackling.</p> <p>Links with football, hockey and other invasion games. Pace of play can be dictated and changed.</p>	
<p><b>Impressive reading</b></p>	<p><b>Impressive speaking</b></p>	<p><b>Impressive writing</b></p>	<p><b>Resilience</b></p>	<p><b>Employability via:</b></p>

<ul style="list-style-type: none"> <li>• Reading cue cards and resources.</li> <li>• Reading learning objective and outcomes.</li> </ul>	<p>Recall the impressive vocabulary and use the words to answer questions that are being asked.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Any use of resource card being filled in.</li> </ul>	<p>To develop the skills in a range of situations against different opposition. Show resilience when weather is poor or conditions are not favourable.</p>	<p>Teamwork Communication Cooperation</p>
<p><b><u>SEND:</u></b></p> <ul style="list-style-type: none"> <li>-Quantity of instructions given at once.</li> <li>- Language given in explanations.</li> <li>- Demonstrations given at all times.</li> <li>- Positive discrimination towards those than need it.</li> <li>- Sensitively placing groups together.</li> <li>-Adjusting language and speed of explanation when needed.</li> </ul>				