

MARINA INTERNATIONAL SCHOOL

PHYSICAL EDUCATION SCHEME OF WORK

FORM 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Twisting and turning in gymnastics	<ul style="list-style-type: none"> <input type="checkbox"/> movement capabilities to improve individual/group performance in range of situation and context. <input type="checkbox"/> exploring twist and turning in pairs.
2.1	Twisting and turning in gymnastics	<ul style="list-style-type: none"> <input type="checkbox"/> perform variety of turns to music considering sports as stimulus for twisting movements, rotation, direction and speed.
3.1	Twisting and turning	<ul style="list-style-type: none"> <input type="checkbox"/> individual participation in given and self-created movement tasks. <input type="checkbox"/> performing a simple sequence of linked turns that match the music's pattern, flow and beat.
4.1	Twists and turns	<ul style="list-style-type: none"> <input type="checkbox"/> perform variety of moves on the floor or on mats. <input type="checkbox"/> using rhythm of music as range of turns and travels (skipping, walking on tiptoes and side gallop)
5.1	Balancing and twisting/turning in pairs	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in range of pair work and perform several sequence in twists, turns and balances. <input type="checkbox"/> To explore balances on the floor, link up balances with movements (hop,leap,skip,run,jog,walk,slide and gallop)
6.1	Turns in locomotion	<ul style="list-style-type: none"> <input type="checkbox"/> Learners follow some specific locomotion weight-bearing skills, modelled by you or a learner forward roll transitioning into a three-quarter turn on one foot full turn on two feet transitioning into a cartwheel or turning jump walking on hands (with spotters/support) or on balls of feet, transitioning into a forward roll and finishing with an anticlockwise half turn.
7.1	Turns in locomotion	<ul style="list-style-type: none"> <input type="checkbox"/> create a short sequence with five to eight chosen weight-bearing actions involving feet, hands and a combination of both. Incorporate turning into their sequence and consider: How to carefully pass each other across the mat when to move in unison and canon when to change speed and direction of movements.

WEEK	TOPIC	TOPIC DETAILS
8.1	Building Stamina	<p>□ Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.</p>
9.1	Building Stamina	<p>□ Sterm 'stamina' (being able to maintain prolonged physical effort over time). In groups of eight, perform a variety of activities at different exercise intensities (e.g. team games, individual pursuits and sprints) to understand how stamina varies according to the type of activity (e.g. the different types of stamina needed for a 1-hour tennis match compared to a 30-minute steady-state run).</p>
10.1	Building Stamina	<p>□ Sterm 'stamina' (being able to maintain prolonged physical effort over time). In groups of eight, perform a variety of activities at different exercise intensities (e.g. team games, individual pursuits and sprints) to understand how stamina varies according to the type of activity (e.g. the different types of stamina needed for a 1-hour tennis match compared to a 30-minute steady-state run).</p>
11.1	Safe way to warm and cool down	<p>□ knowledge, skills and understanding of warm ups, stretching and cool downs. Question and answer session in relation to the importance of the various sections of a warm up (e.g. pulse-raising activity, dynamic stretching and sports-specific or physical activity-specific section) and the benefits of an effective cool down. Consider the various stretching methods (i.e. dynamic and static) and when these should be used</p>
12.1	Safe way to warm and cool down	<p>□ In groups of six, learners plan a 6–9-minute warm up for a particular sport or physical activity (e.g. a team game, athletics, gymnastics, ice skating and dance). The warm up should include a pulse-raising section (2–3 minutes), a section on dynamic stretching (2–3 minutes) and a sports-specific or physical activity-specific section (2–3 minutes). Each group of six can work in pairs and create a section of the warm up each, which they discuss and share with each other. warm up, each group leads an evaluation of the warm up, identifying strengths and areas for improvement.</p>

PHYSICAL EDUCATION SCHEME OF WORK

FORM 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Diet in sport:	<p>☐ In groups of four (forming a circle), Take turns swapping food resource cards (which they have made) that contain a variety of healthy and less healthy foods. Learners begin with 10 cards each and exchange one card with the learner on their left-hand side (i.e. they pick one card up and exchange it for one of their cards). This process is repeated in a clockwise direction.</p>
2.1	Diet in sport:	<p>☐ In groups of four, learners plan a weekly nutrition programme for the group. They consider which foods to include a lot in the balanced diet (i.e. those that contain a lot of fibre) and which foods to avoid (i.e. those that contain a lot of salt, sugar or saturated fat). also consider how much food they should eat in one week.</p>
3.1	Strength and muscular endurance:	<p>☐ In pairs to perform a range of body-weight exercise. Using correct techniques for specific body-weight. Crab walks, caterpillar, tuck jumps</p>
4.1	Strength and muscular endurance	<p>☐ Individually reflect on the body-weight strength exercises that they performed and identify their strengths and areas that need improvement. They then discuss these with their partner and identify how they might complete these kinds of exercises every week</p>
5.1	Extending and understanding of invasion games:	<p>☐ Select and apply a range of increasingly complex movement skills and techniques. ☐ Plan for a range of shared physical activity contexts, support other in making progress and realizing their objectives.</p>
6.1	Creating new invasion games	<p>☐ work in small groups of six and devise a new 'net-scoring' invasion game (e.g. like netball, basketball, association football). The game should have a clear aim, a structure and a set of rules, and should be safe. Use range of equipment to choose from. The learners should teach the game to the rest of the group and allow them to play it. Once they have devised the new 'net-scoring' invasion game, learners must devise tactics, principles and strategies for successful performance. Learners take turns in playing the various 'net-scoring' invasion games, led by the group that designed it.</p>

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7.1	Creating new invasion games	□ Designed the invasion game, create and lead a warm up before starting the new game. Learners play the game in groups of eight (two groups of four coming together) and then cool down afterwards. They then reflect on their performance in the new game, providing aspects that they thought were good and aspects that could be improved. Learners also consider whether the fitness component that they focused on was adequately represented in the game play.
8.1	Parachute games with balls	□ work collaboratively during games using a parachute and a ball. Use questions and answers to elicit what movements learners already know from previous parachute games experience. Ask learners to share examples of safe practice when using parachutes. You can use resource cards with examples of parachute movements and safe practice to help learners if necessary.
9.1	Parachute games with balls	□ As a whole class, learners perform a parachute warm up for at least 5 minutes. Each holds part of the parachute with one hand (either the handle or the material) and performs the following actions, as a group, following your guidance:
10.1	Cooperation in problem-solving challenges:	□ cooperation and working together in a collaborative manner to solve problems. Learners consider what skills they need in order to solve problems and to work as a team.
11.1	Cooperation in problem-solving challenges:	□ Blindfold activity: encourage learners to develop clear system of non-verbal communication (e.g. one clap = move forwards one pace, two claps = turn 90 degrees)

PHYSICAL EDUCATION SCHEME OF WORK

FORM 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Learning in the net games:	<ul style="list-style-type: none"> <input type="checkbox"/> practise and work towards refining their racket and ball control skills. They particularly focus on the ready position, the forehand and backhand tennis drive during a range of different activities. In net-based games they select and apply a range of increasingly complex movement skills, and give themselves and others feedback on their movement performances.
2.1	Learning in the net games:	<ul style="list-style-type: none"> <input type="checkbox"/> Eastern forehand grip: <input type="checkbox"/> Wrap your fingers around the handle and space them slightly apart. <input type="checkbox"/> Make sure your thumb and forefinger lie almost directly on top of the handle, forming a 'V' that points toward your right shoulder (or your left shoulder if you're left-handed). <input type="checkbox"/> Your thumb should lie across the top of the
3.1	Learning in the net games	<ul style="list-style-type: none"> <input type="checkbox"/> Play a 'remote control rackets' game with the following controls: <input type="checkbox"/> 'Play': walking or jogging forwards while balancing ball on top of racket. <input type="checkbox"/> 'Fast forward': as above but with a faster run forwards. <input type="checkbox"/> 'Rewind': as above but walking or jogging backwards. <input type="checkbox"/> 'Pause': stopping and making a tennis statue in a game position (e.g. stretch up for a serve and reach behind you for a forehand drive preparation). <input type="checkbox"/> 'Eject': making big jumps upwards moving the racket up and forwards (using a 'throwing' motion) for a pretend smash hit.
4.1	Pair net play:	<ul style="list-style-type: none"> <input type="checkbox"/> The aim of the game is for each learner to get the ball over the net and into the court boundaries, and to place the ball away from their partner. In pairs, they throw and catch (no rackets), using only the service box (area closest to net) as a mini-court. They throw the ball underhand, over the net, into a space away from their partner
5.1	Pair net play:	<ul style="list-style-type: none"> <input type="checkbox"/> Model the forehand volley with a racket. In pairs, learners number themselves 1 and 2. Number 1 gets two rackets (one for them and their partner) and Number 2 gets a small foam ball. The aim is to toss the ball close to the net for the partner standing on the opposite side to use a forehand volley return. Learners have 10 goes each and then swap

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6.1	Volleyball activities:	<ul style="list-style-type: none"> □ Develop their understanding of basic volleyball skills (e.g. set, volley and dig) and team play. They regularly review what collaborative skills they are developing in their teams and they plan how they can all fully participate in team tasks. They take on different roles of players, officials and coaches, enhancing their analysis of game play in volleyball-based activities.
7.1	Volleyball activities:	<ul style="list-style-type: none"> □ Seated pair throw and catch: learners need to work together, ensuring they communicate well and perform the skills in a controlled manner so that fair play is maintained.
8.1	Volleyball activities:	<ul style="list-style-type: none"> □ to score by hitting an object into the opposing court so that it cannot be returned to land in their own court □ to have the higher score by the end of an agreed period of playing time □ to manoeuvre the opponent to create space on the court □ to cover your own court area to make sure the opponent is denied space to send the object so that it is difficult to return
9.1	Designing a class athletics competition:	<ul style="list-style-type: none"> □ Divide the class into three groups, asking each group to design two competitive challenges for either a run, throw or jump for the whole-class event. Discuss group ideas as a whole class then get each group to write up their own challenges. They need to be responsible for the associated rules and health and safety considerations.
10.1	Designing a class athletics competition:	<ul style="list-style-type: none"> □ Participate in the class athletics competition involving running, jumping and throwing. You can divide the class into several teams, and count up points for each team until an overall winner is found. Learners need to take on a range of roles throughout the competition, acting as performers, organisers and officials. As officials, they should have experience of measuring and recording athletic achievement.
11.1	Designing a class athletics competition:	<ul style="list-style-type: none"> □ core activity is a class athletics competition, drawing together all the running, jumping and throwing skills learners have practised in this unit.