

# MARINA INTERNATIONAL SCHOOL

## PHYSICAL EDUCATION SCHEME OF WORK

### FORM 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Athletics	<input type="checkbox"/> Developed core skills in range of events <input type="checkbox"/> Experience a number of sprint and pacing races. <input type="checkbox"/> Awareness of strengths & weakness
2.1	Athletics	<input type="checkbox"/> Applied strategies in events competitions. <input type="checkbox"/> Work with others to make improvements.
3.1	Athletics	<input type="checkbox"/> Sprint running(100/200/400m) accurately replicate sprinting technique from a sprint start. <input type="checkbox"/> To improve overall performance/recorded times
4.1	Creating, performing and appreciating movements.	<input type="checkbox"/> Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. <input type="checkbox"/> Perform, combine and apply a variety of movement skills in complex sequences.
5.1	Creating, performing and appreciating movements	<input type="checkbox"/> Rise from the floor like a sand dune into a wide, strong shape. <input type="checkbox"/> Stretch tall like an ice peak. <input type="checkbox"/> Turn and make a smooth spiral downwards like water
6.1	Rounders	<input type="checkbox"/> Create new defensive & attacking strategies to improve performance.
7.1	Rounders	<input type="checkbox"/> Warm up – 3's. Feed ball to batter who catches the ball and throws it as far as they can. <input type="checkbox"/> Fielder to retrieve and return to feeder.
8.1	Football	<input type="checkbox"/> Experience a range of core skills and techniques in isolation and under pressure. <input type="checkbox"/> Played competitive games with adapted rules. Using bibs for identification of team mates

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
9.1	Small-group composition in dance and gymnastics	<ul style="list-style-type: none"> <li>□ Learners work in small groups to develop their composition skills dance and gymnastics</li> </ul>
10.1	Small-group composition in dance and gymnastics	<ul style="list-style-type: none"> <li>□ Give a half-class performance of the new group motif sequences. Before the performance, each pair demonstrates their original motif so that the audience can see where the sequences originated</li> </ul>
11.1	Small-group composition in dance and gymnastics	<ul style="list-style-type: none"> <li>□ Learners join with another pair and watch each other's motif sequence, giving each other feedback on the space and dynamic changes they observed and their effectiveness. Pairs learn each other's motif sequences and link.</li> </ul>
12.1	Healthy and active	<ul style="list-style-type: none"> <li>□ Concentrate and stay involved across the full spectrum of physical activities, situations, roles.</li> <li>□ Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods.</li> </ul>
13.1	Healthy and active	<ul style="list-style-type: none"> <li>□ Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities</li> </ul>

# PHYSICAL EDUCATION SCHEME OF WORK

## FORM 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Team Building	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensity levels (high, moderate and low) of different types of exercises, physical activities and sports.</li> <li><input type="checkbox"/> learners to take their heart rate at the wrist (radial artery) or the neck (carotid artery) by placing three fingers on the artery (not the thumb which has its own pulse). Count for 30 seconds and multiply by 2 or count for 60 seconds to get the BPM</li> </ul>
2.1	Team Building	<ul style="list-style-type: none"> <li><input type="checkbox"/> . Three pairs of taggers wear coloured bands or sashes. The pairs link arms. Each tagger pair tries to tag other learners who are moving about the space. Do not allow them to run, only walk fast. When tagged.</li> </ul>
3.1	Team activities with equipment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Six to eight learners stand in a circle and one of them stands in the middle. The learners in the circle pass a small object (e.g. a small ball) behind their backs around the circle, trying to do this without the learner in the middle seeing the object. They change the direction of the object pass whenever they wish.</li> </ul>
4.1	Team activities with equipment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pairs of learners get mats out and work in an agreed space. They perform balances that involve linking body parts lowering down to the floor and then standing back up again, while still maintaining contact. Pairs share their favourite successful linked balances with the rest of the class who give feedback .</li> </ul>
5.1	Table Tennis	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring net game tactics</li> <li><input type="checkbox"/> Experience core skills and used them in competitive situation.</li> </ul>
6.1	Table Tennis	<ul style="list-style-type: none"> <li><input type="checkbox"/> To analyse others' performance and given feedback.</li> <li><input type="checkbox"/> An understanding of table tennis rules and scoring systems.</li> <li><input type="checkbox"/> Push, Service, Slice, Topspin and backhand, forehand , Smash reaction time.</li> </ul>
7.1	Performing and appreciating compositions	<ul style="list-style-type: none"> <li><input type="checkbox"/> They construct the overall form of the extreme landscape-inspired piece, including:</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
8.1	Health & Fitness	<input type="checkbox"/> A motif sequence with variations in space and dynamics <input type="checkbox"/> A group sequence exploring patterns and time <input type="checkbox"/> An appropriate finishing position.
9.1	Netball	<input type="checkbox"/> Finding and using space, marking, defending stance, court positions, covering and interception held ball, obstruction, contact, repossession.
10.1	Netball	<input type="checkbox"/> Warm up – set up a grid 4's to move to receive the ball on outside of square + release. <input type="checkbox"/> Revision of playing positions and players role, 2 handed passes – chest, shoulder, bounce, passing into a space.
11.1	Tennis	<input type="checkbox"/> Exploring net game tactics <input type="checkbox"/> Experience core skills and used them in competitive situation.
12.1	Strength and muscular endurance	<p>Explain that strength training can potentially:</p> <input type="checkbox"/> improve overall fitness <input type="checkbox"/> increase lean body mass (more muscle and less fat) <input type="checkbox"/> burn more calories <input type="checkbox"/> make bones stronger <input type="checkbox"/> improve mental health.
13.1	Strength and muscular endurance	<p>Ask learners to practise the following skills:</p> <input type="checkbox"/> crab walks <input type="checkbox"/> handstands (with or without support) or bunny hops across a bench or on the floor <input type="checkbox"/> caterpillar <input type="checkbox"/> tuck jumps <input type="checkbox"/> banana.

# PHYSICAL EDUCATION SCHEME OF WORK

## FORM 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Volleyball	<ul style="list-style-type: none"><li><input type="checkbox"/> Experience a range of net/court games with varying focus/rules.</li><li><input type="checkbox"/> Used and understand the core skills and techniques for volleyball.</li><li><input type="checkbox"/> Played competitive version of game</li><li><input type="checkbox"/> Setter, reverse set, spike, overhead serve, dig, set and block</li></ul>
2.1	Volleyball	<ul style="list-style-type: none"><li><input type="checkbox"/> Warm up with aerobic exercise 10min</li><li><input type="checkbox"/> Two to one set and block game and three touch from side game</li></ul>
3.1	Volleyball	<ul style="list-style-type: none"><li><input type="checkbox"/> 4's – warm up led by pupil/s – Use dynamic movements. Lunge, jump stop, squats. Progress to 3 mins basic skills recap – Consecutive hits competition</li><li><input type="checkbox"/> Teaching point ;use finger tips, bend knees, extension elbow after contact. 6 vs 6 small sided games.</li></ul>
4.1	Pair net play	<ul style="list-style-type: none"><li><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</li></ul>
5.1	Pair net play	<ul style="list-style-type: none"><li><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</li></ul>
6.1	Nutrition and fitness concepts	<ul style="list-style-type: none"><li><input type="checkbox"/> The health benefits of physical activity include:</li><li><input type="checkbox"/> enabling body to use more oxygen</li><li><input type="checkbox"/> causing heart to become more efficient</li><li><input type="checkbox"/> improving blood circulation</li><li><input type="checkbox"/> strengthening muscles and bones</li></ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
7.1	Nutrition and fitness concepts	<input type="checkbox"/> enhancing sleep <input type="checkbox"/> reducing stress <input type="checkbox"/> increasing levels of energy and concentration <input type="checkbox"/> possibly increasing self-confidence
8.1	Basketball	<input type="checkbox"/> Collaborated with and led others used and interpreted rules. <input type="checkbox"/> Use wide range of core skills and techniques in basketball.
9.1	Basketball	<input type="checkbox"/> Intro. Principles of attack and defence, finding and using space, drive, fakes, rebounding, lay - ups.
10.1	Basketball	<input type="checkbox"/> Defending stance and how to play man to man/zone defence
11.1	Basketball	<input type="checkbox"/> In 3 teams of 4 or 4 <input type="checkbox"/> Team A attack a basket and if score turn and attack other basket, <input type="checkbox"/> If defending team dispossess the attackin team then team B attack opposite basket.
12.1	Games for understanding	<input type="checkbox"/> Create and apply success criteria to own and others' movement performances, and discuss and explain choices of ideas
13.1	Games for understanding	<input type="checkbox"/> Tactics and strategies, understanding how these processes can maximise success across a range of physical activities.