



| Year:                 |   | 10  | Subject:      | PE  | Invasion  | Net Games   | Striking & Fielding   |   |   |
|-----------------------|---|---|---------------|---|---|---|---|---|---|
| <b>Intent</b>         | <b>Subject Concepts<br/>(Substantive knowledge)</b> |  | • Performance | -Passing<br>-Moving & Dribbling<br>-Attacking<br>-Defending | Prior Knowledge:<br>•<br>Takeaway Learning:<br>• Can use a range of passes in different settings.<br>• Can use change of direction and movement to get free of dribble past an opponent.<br>• Can use a range tactics and strategies to create attacking opportunities.<br>• Can use defensive strategies to make it more difficult for the opponent to score e.g. formations, zonal and man marking. | -Serve<br>-Forehand<br>-Backhand<br>-Movement<br>-Singles & Doubles<br>-Tactics | Prior Knowledge:<br>•<br>Prior Knowledge:<br>• Can use a variety of serves to start a rally.<br>• Can use forehand and backhand strokes in a rally.<br>• Can use effective movement around the court to maintain a rally.<br>• Can play in singles and doubles formats.<br>• Can apply tactics to dominate a rally. | -Fielding<br>-Batting<br>-Bowling                           | Prior Knowledge:<br>•<br>Takeaway Learning:<br>• Can demonstrate fielding technique in game situations.<br>• Can apply a variety of shots hit into space.<br>• Can bowl with variety using good line and length.  |
|                       |   |   | • Coaching    | -Communication<br>-Organisation<br>-Analysis of Performance | Prior Knowledge:<br>•<br>Takeaway Learning:<br>• Can use a variety of method to communicate e.g. verbal and signalling.<br>• Can plan and deliver drills or a session to a small group.<br>• Can give feedback to performers on how to improve their performance.   | -Communication<br>-Organisation<br>-Analysis of Performance                     | Takeaway Learning:<br>•<br>Prior Knowledge:<br>• Can use a variety of method to communicate e.g. verbal and signalling.<br>• Can plan and deliver drills or a session to a small group.<br>• Can give feedback to performers on how to improve their performance.   | -Communication<br>-Organisation<br>-Analysis of Performance | Prior Knowledge:<br>•<br>Takeaway Learning:<br>• Can use a variety of method to communicate e.g. verbal and signalling.<br>• Can plan and deliver drills or a session to a small group.<br>• Can give feedback to performers on how to improve their performance. |
|                       |   |   | • Officiating | -Rules<br>-Scoring<br>-Communication & signalling           | • Prior Knowledge:<br>•<br>Takeaway Learning:<br>• Knows and can apply rules of the game.<br>• Can accurately record the score apply the rules of the game.<br>• Can use signalling and whistle to support communication to the players.  | -Rules<br>-Scoring<br>-Communication & signalling                               | •<br>• Knows and can apply rules of the game.<br>• Can accurately record the score apply the rules of the game.<br>• Can use signalling and whistle to support communication to the players.  | -Rules<br>-Scoring<br>-Communication & signalling           | •<br>• Knows and can apply rules of the game.<br>• Can accurately record the score apply the rules of the game.<br>• Can use signalling and whistle to support communication to the players.  |
|                       | <b>Disciplinary Knowledge</b>                       |   |               | •   | •   | •   | •   |   |   |
| <b>Implementation</b> | <b>Common Misconceptions</b>                        |   |               | •   | •   | •   |   |   |   |
|                       | <b>Enabling or Adapting the Curriculum</b>          | SEND Students   |               | •   | •   | •   |   |   |   |
|                       |   | Disadvantaged Students  |               | •   | •   | •   |   |   |   |
|                       |   | More Able Students  |               | •   | •   | •   |   |   |   |
|                       | <b>Literacy/Numeracy Skills</b>                     | LITERACY  |               | •   | •   | •   |   |   |   |
| Reading:              |   | •   | •             | •   |   |   |   |   |   |
| Writing:              |   | •   | •             | •   |   |   |   |   |   |
| Oracy:                |   | •   | •             | •   |   |   |   |   |   |
|                       |   | NUMERACY  |               | •   | •   | •   |   |   |   |



|               |  |       |          |       |          |       |          |
|---------------|--|-------|----------|-------|----------|-------|----------|
|               | <b>Digital Strategy</b>  | •     | •        | •     |          |       |          |
|               | <b>Home Learning</b>   | •     | •        | •     |          |       |          |
| <b>Impact</b> | <b>Composite Assessment</b>  | Date: | Content: | Date: | Content: | Date: | Content: |
|               |  |       |          |       |          |       |          |