



**KS3 PE CURRICULUM MAP YEAR 10**

	<p><b>Shooting</b></p> <p><b>Decision making</b></p> <p><b>Tactical understanding/Positional play</b></p> <p><b>Attacking and Defending Play</b></p>	<p>beating the defender when running, confidence on the ball. <b>(SPEED, AGILITY, CO-ORDINATION)</b></p> <p>How to shoot the ball and fundamental aiming of the shot using different parts of the foot, laces or top of the foot. Shooting to beat the goalkeeper, shot placement. <b>(POWER, CO-ORDINATION)</b></p> <p>Understanding the importance of decision making, when to pass and when to shoot. <b>Shape and formation. Application and decision making in game play.</b></p> <p>Importance of positions within the game. Communicating with all teammates. <b>Set plays and goalkeeper work if required. (COMMUNICATION)</b></p> <p>Understanding the importance of when to attack and defend. Communicating with teammates. Linking to positional play, counter attacks, defending in numbers. <b>Emphasis on defending and attacking and working as a team. (COMMUNICATION)</b></p>	<p>will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>
<p><b>Autumn 2</b></p>	<p><b><u>Badminton</u></b></p> <p><b>Service – high, low, flick (forehand or backhand).</b></p> <p><b>Overhead – clear, drop (forehand and backhand where appropriate).</b></p>	<p>Analysis of basic shots, positional play and understanding of the rules. Basic grip of the badminton racquet.</p> <p>Understanding the key serves. Playing the serves to gain advantage over opponent. Low and flick serve aim for service line. High serves aim for the back of court. <b>(POWER, CO-ORDINATION, TIMING)</b></p> <p>Timing of overhead – clear and drop shot. Overhead clear aimed at back of court, pushing opponent onto back foot. Drop shot should be</p>	<p><b>Students will be assessed using formative and summative assessment:</b></p> <p><b>Formative:</b> Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p><b>Summative:</b> Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that</p>

**KS3 PE CURRICULUM MAP YEAR 10**

	<p><b>Underarm – clear, drive, drop (forehand and backhand where appropriate).</b></p> <p><b>Net play.</b></p> <p><b>Smash.</b></p>	<p>executed with the intent of moving your opponent to the frontcourt (<b>POWER, CO-ORDINATION, TIMING</b>)</p> <p>Underarm – clear, drive and drop should be more defensive shots and used to get back into position. (<b>POWER, CO-ORDINATION, TIMING</b>)</p> <p>Delicate net play. Not over hitting the shuttle allowing the opponent back into the game. Aiming for each shot to land in front of service line, close to the net as possible. (<b>AGILITY, TIMING, CO-ORDINATION</b>)</p> <p>Timing of the smash/generating power, Allowing the shuttle to be hit down, missing the top of the net. Explosive jump in height. (<b>POWER, CO-ORDINATION, TIMING</b>)</p>	<p>they effectively implement corrections each lesson.</p>
<p><b>Spring 1</b></p>	<p><b><u>Basketball</u></b></p> <p>Outwitting an opponent</p> <p>Jump shots</p> <p>Defending</p>	<p>Developing the ability to outwit opponents and teams using advancing tactics i.e. varying passing and moving up and down the court efficiently (<b>SPEED, AGILITY, COMMUNICATION, REACTION TIME, SPACIAL AWARENESS</b>).</p> <p>To understand the need to create space to shoot and begin to work on this in a game situation (<b>SPACIAL AWARENESS, AGILITY, BALANCE, ACCURACY</b>).</p> <p>To perform defensive strategies including man to man and zone. Have the ability to understand techniques to stop opponents outwitting them. (<b>TACTICAL/STRATEGIC THINKING, OBSERVING OPPONENTS' MOVEMENTS, REACTION TIME, AGILITY, SPEED</b>)</p>	<p><b>Students will be assessed using formative and summative assessment:</b></p> <p><b>Formative:</b> Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p><b>Summative:</b> Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson. This also includes the students playing different positions and taking turns to officiate live matches.</p>





**KS3 PE CURRICULUM MAP YEAR 10**

	<p><b>Bowling</b></p> <p><b>Catching in the field</b></p> <p><b>Throwing and ground fielding in the field</b></p>	<p>Attacking: front and back foot - drive, pull, hook, cut, sweep (<b>COORDINATION, REACTION TIME, BALANCE, POWER</b>)</p> <p>Medium pace or fast pace or spin -<b>line, length, variation (COORDINATION, BALANCE, SPEED)</b></p> <p>Catching from close, from distance or catching as back-stop (standing up, standing back [<b>REACTION TIME, SPEED, AGILITY</b>])</p> <p><b>Throwing and ground fielding</b> in the field (from close, from distance [<b>POWER, SPEED, BALANCE</b>])</p>	<p>choice. This must not be in a full (11 versus 11) cricket match.</p> <p>Students should perform in a fully competitive cricket match (11 versus 11), demonstrating the skills appropriate to their chosen positions. Performers must choose two of the following roles for the purposes of assessment:</p> <p>Bat Bowl Field/wicket keep.</p> <p>The standard of the game should be appropriately challenging for the performer.</p>
--	---	---	---