

**Stage 3: P.E. course outline MYP 1 - 5**

<b>Term 1</b>	<b>MYP 1 Practical</b>	<b>MYP 2 Practical</b>	<b>MYP 3 Practical</b>
<b>Content</b>	<b>Invasion Games and Volleyball</b>	<b>Invasion Games and Volleyball</b>	<b>Invasion Games and Volleyball</b>
<b>Unit Question</b>	<b>How do we work together?</b>	<b>What are we looking at when we reflect on ourselves?</b>	<b>What extent do our instincts play in our decision making?</b>
<b>Significant Concept</b>	To be successful we need to all work together	To work successfully together we need to maximise on our strengths and develop our weaknesses	We evaluate situations and process various factors in doing so
<b>AOI</b>	Health and Social Education	Health and Social Education	Health and Social Education
<b>ATL</b>	Collaboration, communication, reflection and thinking	Collaboration, communication, reflection and thinking	Collaboration, communication, reflection and thinking
<b>Subject content</b>	Tag rugby: passing at a diagonal, kicking, tackling aiming for belts. Volleyball: dig, sets, underarm and over arm serving, rotation as a team. Basketball: dribbling(strong and weak hands), passing(chest, bounce, shoulder), game play(man to man defence)	Tag rugby: passing, kicking, tackling aiming for belts. Volleyball: dig, sets, spike, underarm and over arm serving, rotation as a team. Basketball: dribbling(strong and weak hands), using non dribbling arm to protect body and ball, passing(chest, bounce, shoulder), game play(man to man defence and zone defence)	Tag rugby: passing, kicking, tackling aiming for belts. Volleyball: dig, sets, spike, underarm and over arm serving, rotation as a team, effective use of passing in teams. Basketball: dribbling(strong and weak hands), using non dribbling arm to protect body and ball, passing(chest, bounce, shoulder) faking and stepping around a defender, game play(man to man defence-half court/full court and zone defence 1-2-2/2-1-2/1-3-1)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context in volleyball, and basketball</li> <li>• Perform movement concepts and sequences of movement in a variety of physical contexts</li> <li>• Reflect critically upon their own achievements</li> <li>• Display good technique for a variety of passes and understand when they are best used in basketball and volleyball</li> <li>• Demonstrate and sustain a variety of shooting techniques in</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context in volleyball, and basketball</li> <li>• Perform movement concepts and sequences of movement in a variety of physical contexts</li> <li>• Reflect critically upon their own achievements</li> <li>• Display good technique for a variety of passes and understand when they are best used in basketball and volleyball</li> <li>• Demonstrate and sustain a variety of shooting techniques in</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context</li> <li>• Use own knowledge to analyse situations and solve problems</li> <li>• Display good technique for a variety of skill, in basketball: shooting, passing, defending and both individual and team offence. In volleyball: dig, set, block spike, underarm serve, and over arm serve.</li> <li>• Display good idea of spacing within the court in both basketball and volleyball. Use all channels in basketball and maintain area and</li> </ul>

	<p>basketball</p> <ul style="list-style-type: none"> <li>• Apply tactics, strategies and rules in both individual and group situations</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities</li> <li>• Display good idea of spacing within the court in basketball and volleyball</li> </ul>	<p>basketball such as set shot, jump shot, free throw and lay up</p> <ul style="list-style-type: none"> <li>• Apply tactics, strategies and rules in both individual and group situations. In basketball look at tactics for defence and offence such as man to man and zone defence and 1-2-2 or a 1-3-1 in offence</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities. In volleyball look at dig, set, block, serving both underarm and over arm.</li> <li>• Display good idea of spacing within the court in basketball, using all channels and in volleyball looking at the rotation of players and keeping their space covered.</li> </ul>	<p>correct rotation in volleyball.</p> <ul style="list-style-type: none"> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Demonstrate an idea of tactics and strategies to use in the game situation in order to gain an advantage over opponent</li> <li>• Use full effectiveness of 3 passes in order to set up a good scoring opportunity in volleyball.</li> <li>• Demonstrate knowledge of the rules that govern the activity being taught: basketball, and volleyball.</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Perform movement concepts and sequences of movement in a variety of physical contexts</li> <li>• Reflect critically upon their own achievements</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Shoot 5 set shots from around the key and count how many are successful</li> </ul>	<ul style="list-style-type: none"> <li>• Shoot 5 jump shots around the key and count how many were successful</li> </ul>	<ul style="list-style-type: none"> <li>• Shoot 5 pressure shots and count how many were successful</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>
<b>Links</b>			
<b>Term 2</b>			
<b>Content</b>	<b>Athletics and Net Games</b>	<b>Athletics and Net Games</b>	<b>Athletics and Net Games</b>

Unit Question	Is safety affected by organisation?	Do we affect our success?	Do we take others into account when making decisions?
<b>Significant Concept</b>	Communication and different forms of organisation create a safe environment	Mental preparation and attitudes affect our performance	Judgements and internal assessment affect our decision making
<b>AOI</b>	Health and Social Education	Health and Social Education	Health and Social Education
<b>ATL</b>	Organisation, communication, collaboration and reflection	Organisation, communication, collaboration and reflection	Organisation, communication, collaboration and reflection
<b>Subject content</b>	<ul style="list-style-type: none"> <li>Badminton/tennis: serving, basic shots: overhead clear, drop shot, net shot, forehand drive, backhand drive. Athletics: sprinting techniques and sprint starts, middle distance: pacing, shot put, long jump and high jump(scissor kick and fosbury flop).</li> </ul>	<ul style="list-style-type: none"> <li>Badminton/tennis: serving, basic shots: overhead clear, drop shot, net shot, forehand drive, backhand drive. Athletics: sprinting techniques and sprint starts, middle distance: pacing, shot put, long jump and high jump(scissor kick and fosbury flop).</li> </ul>	<ul style="list-style-type: none"> <li>Badminton/tennis: serving, basic shots: overhead clear, drop shot, net shot, smash, forehand drive, backhand drive. Athletics: sprinting techniques and sprint starts, middle distance: pacing, shot put, long jump and high jump(scissor kick and fosbury flop).</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>Display good technique for a variety of skill in all activities: serving in badminton, net shot, overhead clear, etc.</li> <li>Apply correct techniques during a variety of skills in Athletics eg: sprints, middle distance running, long jump and a variety of throws.</li> <li>Develop reaction times to various stimuli.</li> <li>Demonstrate attitudes and strategies that enhance their relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>Display good technique for a variety of skill in all activities: serving in badminton, net shot, overhead clear.</li> <li>Apply tactics, strategies and rules in both individual and group situations</li> <li>Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>Display good technique for a variety of skill in all activities</li> <li>Display good idea of spacing within the activity area for badminton.</li> <li>Apply correct techniques during a variety of skills in Athletics eg: sprints, middle distance running, long jump and a variety of throws.</li> <li>Develop reaction times to various</li> </ul>	<ul style="list-style-type: none"> <li>Display good technique for a variety of skill in all activities: serving in badminton, net shot, overhead clear.</li> <li>Apply tactics, strategies and rules in both individual and group situations</li> <li>Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>Display good technique for a variety of skill in all activities</li> <li>Display good idea of spacing within the activity area for badminton and tennis.</li> <li>Apply correct techniques during a variety of skills in Athletics eg: sprints, middle distance running, long jump and a variety of throws..</li> <li>Develop reaction times to various stimuli.</li> </ul>

		<p>stimuli.</p> <ul style="list-style-type: none"> <li>Demonstrate attitudes and strategies that enhance their relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate attitudes and strategies that enhance their relationships with others.</li> <li>Set goals to enhance learning and take action towards achieving them.</li> </ul>
<b>Formative Assessments</b>	In class long jump competition	In class sprint contest	In class high jump contest
<b>Summative Assessment</b>	End of unit assessment looking at individual skills and skills in the game situation	End of unit assessment looking at individual skills and skills in the game situation	End of unit assessment looking at individual skills and skills in the game situation
<b>Links</b>			
<b>Term 3 Content</b>	<b>Gymnastics and Summer Games</b>	<b>Gymnastics and Summer Games</b>	<b>Gymnastics and Summer Games</b>
<b>Unit Question</b>	<b>Should safety be considered in every activity?</b>	<b>What are our bodies capable of?</b>	<b>Is there an advantage to be gained when we work with others?</b>
<b>Significant Concept</b>	To keep ourselves safe we need to be aware of our limitations	Choices that we make influence our overall performance	Knowing our own strengths and weaknesses benefit us when we are performing with others
<b>AOI</b>	Human Ingenuity	Human Ingenuity	Human Ingenuity
<b>ATL</b>	Collaboration, communication, organisation and reflection	Collaboration, communication, organisation and reflection	Collaboration, communication, organisation and reflection
<b>Subject content</b>	Gymnastics: floor-rotation, balance, flight, inversion. Using springboard and crash mat-basic jumps and landing, dive forward rolls, handsprings and front somersaults. Summer games- rounders, cricket, softball.	Gymnastics: floor-rotation, balance, flight, inversion. Using springboard and crash mat-basic jumps and landing, dive forward rolls, handsprings and front somersaults. Summer games- rounders, cricket, softball	Gymnastics: floor-rotation, balance, flight, inversion. Using springboard and crash mat-basic jumps and landing, dive forward rolls, handsprings, back somersaults and front somersaults. Summer games- rounders, cricket, softball
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use physical education terminology in context in gymnastics: ie being able to describe rotation, balance, flight and inversion and give clear examples of each.</li> <li>Explore movement possibilities and variations in accordance with the principles of floor</li> </ul>	<ul style="list-style-type: none"> <li>Use physical education terminology in context in gymnastics: ie being able to describe rotation, balance, flight and inversion and give clear examples of each.</li> <li>Explore movement possibilities and variations in accordance with the principles of floor gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Use physical education terminology in context in gymnastics: ie being able to describe rotation, balance, flight and inversion and give clear examples of each.</li> <li>Explore movement possibilities and variations in accordance with the principles of floor gymnastics</li> </ul>

	<p>gymnastics</p> <ul style="list-style-type: none"> <li>• Compose aesthetic movements</li> <li>• Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Display good technique for passing the ball in striking and fielding games.</li> <li>• Display good technique for hitting the ball, and placing the ball in striking and fielding games.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose aesthetic movements</li> <li>• Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for passing the ball in striking and fielding games.</li> <li>• Display good technique for hitting the ball, and placing the ball in striking and fielding games.</li> <li>• Demonstrate good communication skills within team</li> <li>• Demonstrate an understanding for the different tactics that are involved in striking and fielding games.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose aesthetic movements</li> <li>• Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow</li> <li>• Display good technique for passing the ball in striking and fielding games.</li> <li>• Display good technique for hitting the ball, and placing the ball in striking and fielding games.</li> <li>• Demonstrate good communication skills within team</li> <li>• Demonstrate an understanding for the different tactics that are involved in striking and fielding games.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Perform a routine that includes 8 moves and should have balance, rotation, inversion and flight</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a routine using 4 mats, that includes 8 moves and should have balance, rotation, inversion and flight</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a routine with a partner that includes 8 moves and should have balance, rotation, inversion and flight</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>
<b>Links</b>			

<b>Term 1</b>	<b>MYP 4 Practical</b>	<b>MYP 5 Practical</b>
<b>Title</b>	<b>Fitness and Volleyball</b>	<b>Fitness and Volleyball</b>
<b>Guiding Question</b>	<b>How does my fitness make an impact on my daily life?</b>	<b>How does my fitness make an impact on my daily life?</b>
<b>Significant Concept</b>	<b>Reflecting on physical education can directly and indirectly influence wellness</b>	<b>Reflecting on physical education can directly and indirectly influence wellness</b>
<b>AOI</b>	Health and Social Education	Health and Social Education
<b>ATL</b>	Organisation, collaboration, communication, reflection and transfer	Organisation, collaboration, communication, reflection and transfer
<b>Subject content</b>	<p>Fitness- tests for speed, muscular endurance, flexibility, power, agility. Learning exercises for different muscle groups, try and test different training methods. Understand and practice how to write and perform a training programme.</p> <p>Volleyball- digs, sets, spikes, underarm and overarm serves (looking at the height and direction of the shots). Set up formations within your teams</p>	<p>Fitness- tests for speed, muscular endurance, flexibility, power, agility. Learning exercises for different muscle groups, try and test different training methods. Understand and practice how to write and perform a training programme.</p> <p>Volleyball- digs, sets, spikes, underarm and overarm serves (looking at the height and direction of the shots). Set up formations within your teams</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Show an understanding of the different fitness factors: agility, muscular endurance, flexibility, power and strength, and how to test each of them: Illinois agility run, maximum sit ups or press ups in one minute, standing broad jump, etc.</li> <li>• Explore ways of improving their fitness levels: circuit training, personal training programmes looking at certain weak areas, etc.</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Demonstrate an idea of tactics and strategies to use in the game situation in order to gain an advantage over opponent</li> <li>• Use full effectiveness of 3 passes in order to set up a good scoring opportunity in volleyball.</li> <li>• Demonstrate knowledge of the rules that govern the</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of the different fitness factors: agility, muscular endurance, flexibility, power and strength, and how to test each of them: Illinois agility run, maximum sit ups or press ups in one minute, standing broad jump, etc.</li> <li>• Explore ways of improving their fitness levels: circuit training, personal training programmes looking at certain weak areas, etc.</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Demonstrate an idea of tactics and strategies to use in the game situation in order to gain an advantage over opponent</li> <li>• Use full effectiveness of 3 passes in order to set up a good scoring opportunity in volleyball.</li> <li>• Demonstrate knowledge of the rules that govern the</li> </ul>

	<p>activity being taught.</p> <ul style="list-style-type: none"> <li>• Display good technique for a variety of skill in volleyball: dig, set, block spike, underarm serve, and over arm serve.</li> </ul>	<p>activity being taught.</p> <ul style="list-style-type: none"> <li>• Display good technique for a variety of skill in volleyball: dig, set, block spike, underarm serve, and over arm serve.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Pupils should perform their own training programme and evaluate its success</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should perform their own training programme and evaluate its success</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>
<b>Links</b>		
<b>Term 2</b>		
<b>Title</b>	<b>Basketball and Net Games</b>	<b>Basketball and Net Games</b>
<b>Unit Question</b>	<b>What is the core of good teamwork?</b>	<b>What is the core of good teamwork?</b>
<b>Significant Concept</b>	<b>Promoting fair play, cooperative learning and respect for others through physical activity can lead to success</b>	<b>Promoting fair play, cooperative learning and respect for others through physical activity can lead to success</b>
<b>AOI</b>	Health and Social Education	Health and Social Education
<b>ATL</b>	Organisation, collaboration, communication, reflection and transfer	Organisation, collaboration, communication, reflection and transfer
<b>Subject content</b>	<p>Basketball: passing: chest, bounce, shoulder, passing under pressure and on the move, best choice of pass in the game situation. Shooting: set shot, jump shot, lay-up, correct technique. Defence: man to man and zone defence 2-1-2/1-2-2/1-3-1. Offence: use all the channels of the court.</p> <p>Net games: serving both in badminton and tennis. Shots: net shots, drop shot, overhead clear, forehand drive, backhand drive, smash.</p>	<p>Basketball: passing: chest, bounce, shoulder, passing under pressure and on the move, best choice of pass in the game situation. Shooting: set shot, jump shot, lay-up, correct technique. Defence: man to man and zone defence 2-1-2/1-2-2/1-3-1. Offence: use all the channels of the court.</p> <p>Net games: serving both in badminton and tennis. Shots: net shots, drop shot, overhead clear, forehand drive, backhand drive, smash.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities: serving in badminton, net shot, overhead clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities: serving in badminton, net shot, overhead clear.</li> <li>• Apply tactics, strategies and rules in both individual and</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply tactics, strategies and rules in both individual and group situations</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities</li> <li>• Display good idea of spacing within the activity area for badminton and tennis.</li> <li>• Display good technique for a variety of skill, in basketball: shooting, passing, defending and both individual and team offence.</li> <li>• Demonstrate knowledge of the rules that govern the activity being taught: basketball</li> <li>• Demonstrate an idea of tactics and strategies to use in the game situation in order to gain an advantage over opponent</li> </ul>	<p>group situations</p> <ul style="list-style-type: none"> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Display good technique for a variety of skill in all activities</li> <li>• Display good idea of spacing within the activity area for badminton and tennis.</li> <li>• Display good technique for a variety of skill, in basketball: shooting, passing, defending and both individual and team offence.</li> <li>• Demonstrate knowledge of the rules that govern the activity being taught: basketball</li> <li>• Demonstrate an idea of tactics and strategies to use in the game situation in order to gain an advantage over opponent</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Target practice with badminton smash.</li> </ul>	<ul style="list-style-type: none"> <li>• Target practice with badminton smash.</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>
<b>Links</b>		
<b>Term 3</b>		
<b>Title</b>	<b>Summer Games</b>	<b>Summer Games</b>
<b>Unit Question</b>	<b>Are roles in sport given for a reason?</b>	<b>Are roles in sport given for a reason?</b>
<b>Significant Concept</b>	<b>There are many similarities in a range of activities and transfer of knowledge is key</b>	<b>There are many similarities in a range of activities and transfer of knowledge is key</b>
<b>AOI</b>	Health and Social Education	Health and Social Education
<b>ATL</b>	Organisation, collaboration, communication, reflection and transfer	Organisation, collaboration, communication, reflection and transfer
<b>Subject content</b>	Striking and fielding games: fielding- long barrier, throwing under	Striking and fielding games: fielding- long barrier, throwing under arm

	<p>arm and over arm, running and getting in line with the ball. Batting: direction of hit and timing of hit. Placement of the fielders and reason for it.</p> <p>Dodge ball: dodging skills, throwing, shooting and catching all important. Spacial awareness.</p>	<p>and over arm, running and getting in line with the ball. Batting: direction of hit and timing of hit. Placement of the fielders and reason for it.</p> <p>Dodge ball: dodging skills, throwing, shooting and catching all important. Spacial awareness.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the different roles and responsibilities in a variety of striking and fielding games.</li> <li>• Display good technique for passing the ball in striking and fielding games.</li> <li>• Display good technique for hitting the ball, and placing the ball in striking and fielding games.</li> <li>• Demonstrate good communication skills within team</li> <li>• Demonstrate an understanding for the different tactics that are involved in striking and fielding games.</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Demonstrate attitudes and strategies that enhance their relationships with others.</li> <li>• Set goals to enhance learning and take action towards achieving them.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different roles and responsibilities in a variety of striking and fielding games.</li> <li>• Display good technique for passing the ball in striking and fielding games.</li> <li>• Display good technique for hitting the ball, and placing the ball in striking and fielding games.</li> <li>• Demonstrate good communication skills within team</li> <li>• Demonstrate an understanding for the different tactics that are involved in striking and fielding games.</li> <li>• Reflect critically upon their own achievements-pupils are asked questions about own performance</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Demonstrate attitudes and strategies that enhance their relationships with others.</li> <li>• Set goals to enhance learning and take action towards achieving them.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Target throwing on the run and static</li> </ul>	<ul style="list-style-type: none"> <li>• Target throwing on the run and static</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment looking at individual skills and skills in the game situation</li> </ul>
<b>Links</b>		

<b>Term 1</b>	<b>MYP 4 Theory</b>	<b>MYP 5 Theory</b>
<b>Title</b>	<b>The Human Body</b>	<b>Health and Fitness</b>
<b>Guiding Question</b>	<b>How do our bodies function</b>	<b>What makes a healthy choice</b>
<b>Significant Concept</b>	<b>Our bodies are made up of a variety of systems</b>	<b>Our everyday lives are affected by our choices</b>
<b>AOI</b>	Health and Social Education	Health and Social Education
<b>ATL</b>	Collaboration, communication, thinking and transfer	Collaboration, communication, organisation, information literacy and thinking
<b>Subject content</b>	The skeleton, bones and formation, muscles, the respiratory system, the circulatory system, blood vessels, and blood.	What is health and fitness?, effects of exercise, recovering from exercise, diet and nutrition, drugs in sport, factors affecting performance, somatotypes, and age and gender.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context</li> <li>• Use their knowledge to analyse situations and solve problems</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Set goals to enhance learning and take action towards achieving them</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts</li> <li>• Use their knowledge to analyse situations and solve problems</li> <li>• Show respect and sensitivity to their own and different cultures</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Pupils should design in pairs a poster with information about the Respiratory and Circulatory systems and the different blood vessels.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should prepare a presentation lasting 5 minutes on doping in sports</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Pupils to complete an in class test recapping all of the information covered in the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to complete an in class test recapping all of the information covered in the unit.</li> </ul>
<b>Links</b>		
<b>Term 2</b>	<b>Health and Fitness</b>	<b>The Human Body</b>
<b>Title</b>	<b>Health and Fitness</b>	<b>The Human Body</b>
<b>Unit Question</b>	<b>What makes a healthy choice</b>	<b>How do our bodies function</b>
<b>Significant Concept</b>	<b>Our everyday lives are affected by our choices</b>	<b>Our bodies are made up of a variety of systems</b>
<b>AOI</b>	Health and Social education	Health and Social education
<b>ATL</b>	Collaboration, communication, information literacy and thinking	Collaboration, communication, thinking and transfer
<b>Subject content</b>	What is health and fitness?, effects of exercise, recovering from exercise, diet and nutrition, drugs in sport, factors affecting performance, somatotypes, and age and gender.	The skeleton, bones and formation, muscles, the respiratory system, the circulatory system, blood vessels, and blood.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the various principles that</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context</li> </ul>

	<p>contribute to fitness, and their importance in various contexts</p> <ul style="list-style-type: none"> <li>• Use their knowledge to analyse situations and solve problems</li> <li>• Show respect and sensitivity to their own and different cultures</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Use their knowledge to analyse situations and solve problems</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Set goals to enhance learning and take action towards achieving them</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Pupils should prepare a presentation lasting 5 minutes on doping in sports</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should design in pairs a poster with information about the Respiratory and Circulatory systems and the different blood vessels.</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Pupils to complete an in class test recapping all of the information covered in the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to complete an in class test recapping all of the information covered in the unit</li> </ul>
<b>Links</b>		
<b>Term 3</b>		
<b>Title</b>	<b>Training and Sporting Skills</b>	<b>Sport in Society</b>
<b>Unit Question</b>	<b>Why does training benefit us</b>	<b>What role does the media play in sport</b>
<b>Significant Concept</b>	<b>Exercise is important throughout our lives</b>	<b>Sport is all around us but what gives it importance</b>
<b>AOI</b>	Health and Social Education	CCHuman Ingenuity
<b>ATL</b>	Collaboration, information literacy, reflection	Information literacy, thinking, transfer, communication
<b>Subject content</b>	Warm up and cool down, principles of Training, training methods, and injury treatments	Sports participation, women in sport, sporting behaviour, sponsorship, sport and the media, international sports and the Olympic games
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context</li> <li>• Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Take responsibility for their own learning process and demonstrate engagement with the activity</li> <li>• Set goals to enhance learning and take action towards achieving them</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical education terminology in context</li> <li>• Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts</li> <li>• Communicate effectively, including verbal and non-verbal forms of communication</li> <li>• Show respect and sensitivity to their own and different cultures</li> <li>• Demonstrate attitudes and strategies that enhance their relationships with others</li> <li>• Set goals to enhance learning and take action towards achieving them</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Pupils need to create their own training programme for a specific activity. Training methods must be explained and examples of the exercises undertaken must be fully</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should design a poster either on sponsorship in sport or the history of the Olympics</li> </ul>

	explained.	
<b>Summative Assessment</b>	<ul style="list-style-type: none"><li>• Pupils complete an in class test focusing on all of the information covered in the unit</li></ul>	<ul style="list-style-type: none"><li>• Pupils should prepare a presentation taking about Media in Sport and the affects it has had on sport in general</li></ul>
<b>Links</b>		