


<b>Learning Plan 1</b>		<b>Subject: Physical Education : Baseline (4 weeks)</b>	<b>Year: 7</b>	 <b>Ysgol Uwchradd</b> <b>Prestatyn</b> <b>High School</b>	
<b>Knowledge focus/What matters:</b>  Pupils understand the link between PE lessons and general Health & Well-Being  Pupils experience a variety of different PE activities and basic motor skills  Pupils begin to self assess their own experiences and outlook on PE, Health and Well-being		<b>4 Purposes:</b> <i>Ambitious Capable Learners, Enterprising Creative, Contributors, Ethical Informed Citizens, Healthy Confident Individuals</i>  <b>Our Vision:</b> <i>At Prestatyn High School, we are creating learners who:</i> <b>ASPIRE</b> to great things; Have a desire to <b>CREATE</b> and be enterprising; Are inspired to <b>LEARN</b> new and interesting things; <b>THINK</b> for themselves and make good choices; Are encouraged to <b>GROW</b> in confidence, health and understanding; <b>ACHIEVE</b> goals which will set them up for their whole lives; <b>ENJOY</b> learning, now and through the rest of their lives.			
<b>Learning Objective/Big Question</b>	<b>Learning activities</b>	<b>I can...</b>	<b>Skills &amp; Purpose links</b> <small>(Integral, Literacy, Numeracy, Digital Competency)</small>	<b>Homework</b>	
<b>Week 1</b> <i>PE Introduction</i> <i>Warm-Up activities</i>	Teacher-led introduction to Health, Well-being and Physical Activity Teacher-led class activity : the 4 parts of a warm-up Pupil-led activity: devise own variations of the warm-up	Perform & understand the 4 basic parts of a 'Warm-Up' activity in Teacher-led & Group Work tasks i: Pulse Raise ii: Static Stretches iii: Mobility Exercises iv: Higher Intensity/Quickening Up	<i>Introduction to 'Creativity &amp; Innovation' &amp; 'Personal Effectiveness'</i>		
<b>Week 2</b> <i>Games: Handball</i>	Introduction to Handball – competitive team game 'Receive, Send, Move' – skills & concepts Refine skills of passing, receiving and scoring  Introduce bespoke 'pupil roles' within the lesson <ul style="list-style-type: none"> <li>• Fitness Coach</li> <li>• Skills Coach</li> <li>• Equipment Manager</li> <li>• Match Official</li> </ul>	Perform & understand the 'Receive, Send, Move' concept of Team Games and how they can be adapted for different activities  Begin to demonstrate different principles within a Team – attack, defend, keep possession, regain possession  Begin to adopt different roles within the activity – skills coach, referee, equipment manager etc	<i>Motor Skills</i> <i>'Leadership'</i>  <i>'oracy'</i>	Attend an Afterschool Club	
<b>Week 3</b> <i>Health-related Exercise: Pacing – Walk, Jog</i>	Physical Health & Fitness Introduction: Pacing – walk, jog tasks: timed increments (C.V benefits)  <i>Mid-term Formative Feedback point</i>	Walk and/or Run continuously for 1, 3, 5 minutes Use a stopwatch/timer to measure activity length Begin to understand how my Heart & Lungs are used when working in PE	<i>Introduction to PE based 'Numeracy'</i>	<b>TEAMS Task – Google Forms 'Survey' of PE Experience</b>	

<p><b>Circuit Training</b></p>	<p>Multi-station circuit – numerous exercise activity stations Teacher timed – eg 30/30 seconds</p>	<p>Begin to understand that Fitness is made up of different things – Strength, Speed, Power, Stamina</p> <p>Perform a variety of different fitness exercises</p> <p>Try to keep working as exercises seem to get ‘harder’</p>	<p><i>‘Resilience’</i></p>	<p><b>&amp; Attitudes to PE and Health</b></p> <p><b>‘What opportunities for physical activity do learners find enjoyable’ etc</b></p>
<p><b>Week 4:</b> <b>Creative: Gymnastics</b> <b>Introduction to ‘Shapes’</b></p> <p><b>Problem Solving:</b> <b>‘Gutterball’</b></p>	<p>Introduction to ‘Basic Gymnastic Shapes’ – Dish, Arch, Straight, Tuck , Pike etc. Basic Sequence building</p> <p>Groups of pupils devise strategies to complete the ‘Gutterball’ task – variety of balls</p>	<p>Show each of the Basic Gym Shapes and begin to form a sequence on the floor mats</p> <p>Understand how Body Tension and Balance can improve my sequence</p> <p>Listen to other students opinion on how to attempt a task</p> <p>Work with others to complete a task</p>	<p><i>‘Critical Thinking &amp; Problem Solving’</i></p>	