**Colton Hills Community School medium term planning – Physical Education – Exercising Potential**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic title:**  **Task B – Practically demonstrate skills, techniques and tactics in selected sports** | **Year: 11 - BTEC Sport**  **Committed – Take opportunities to excel in the course. Term:** **Autumn - Spring** | **Why we teach this:** The key information about skills, techniques and tactics of two selected sports are needed to access the BTEC sport unit 2 task B specification criteria. | **Why we teach this here:** The knowledge of rules, regulations and scoring systems of two selected sports at this point in the BTEC course allows students to understand and apply this information when completing coursework in Unit 2. | |
| **Big questions:**   1. What are the technical demands of badminton? 2. What are the tactical demands of badminton? 3. What are the technical demands of basketball? 4. What are the tactical demands of basketball? 5. What are the components of fitness that you need for badminton? 6. What are the components of fitness that you need for basketball? | | **Builds on previous topics:** -Links to information that is covered in year 7/8/9/10 in badminton and basketball as part of core PE. | **Links to future topics:** - It will allow students to demonstrate the skills, techniques, and tactics in two selected sports that will be needed to produce the skills, techniques and tactics for the unit 2 task B specification. | |
| **Key knowledge:**   * Be able to respond effectively and detailed to questions regarding skills, techniques, and tactics of two selected sports. * Apply the rules, regulations and scoring systems, roles, and responsibilities in two selected sports in task A. * Observe peers skills, techniques and tactics and replicate them. * Assess the practical elements of each BTEC sport lesson and analyse your performance in game-based situations. * Practice these skills, techniques, and tactics in your own time. |  | |
| **Skills developed:**  Be able to understand the teaching points of a variety of skills, techniques, and tactics in conditioned practices.  Be able to understand the teaching points of a variety of skills, techniques, and tactics in game-based practices for pass.  Be able describe the components of fitness and technical and tactical demands of two selected sports. | |
| **Mini/Interim assessments:**  Retrieval task each lesson on key knowledge. Practical demonstration and verbal confirmation of skills, techniques, and tactics in game-based situations. Assessment on skills, techniques, and tactics of two selected sports.  **End of unit assessment** – Task B assessment. | | **Independent study tasks/resources:**  Week 1 – Skills and techniques of badminton.  Week 2 – Tactics of badminton.  Week 3 – Skills and techniques of basketball.  Week 4 – Tactics of basketball.  Week 5 – Components of fitness needed for badminton.  Week 6 – Components of fitness needed for basketball. | **Key vocabulary 1:** Rules  Regulations  Scoring Systems  Official  Roles  Compare  Contrast  Explain  Describe  Analyse  Governing bodies  Health and safety  Time  Skills  Techniques  Tactics | **Key vocabulary 2:**  Application  Laws  Appearance  Equipment  Fitness  Qualification  Accountability  Fair play  Technology  Referee  Umpire  Judge  Equipment  Consistency  Accuracy  Power |
| **Cultural capital opportunities:**  Increasing students’ knowledge of sport through introducing to different sports through learning about the in-depth knowledge and understanding of two selected sports.  **Social:** Can I work responsibly with others sensibly in potentially dangerous circumstances when taking on different roles and responsibilities?  **Moral**: Can I use equipment appropriately and safely?  Can I learn to handle success and defeat with dignity?  **Spiritual**: How can competitive games positively affect my emotions? – (Confidence, determination, resilience)  **Cultural:** Can I respect and show an awareness of other cultures traditions within a competitive environment. | | **Whole school Curricular Concept links:**  **Civic Responsibility** – focus on two selected games in society.  **Cultural Diversity** – exploring gender in two selected sports.  **Health Living** – mental health and healthy living focus  **Artistic Creativity** – develop a creative approach to enforce and understanding rules and regulations of two selected sports with confidence. |