

Subject overview Physical and Health Education

Year 2 (Grade 7)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
FITNESS- FIT FOR LIFE 3 weeks	Development Movement Choice	Identities and Relationships Lifestyle choices	When you develop your physical fitness you will make the right choice for a healthy lifestyle and you will transfer the benefits into other sports.	A i,ii B i	<u>Thinking / Critical thinking</u> : Recognize personal strengths and weaknesses. <u>Communication / Interaction</u> : actively listen to verbal cues in order to do the fitness exercises safely. <u>Self- Management / Organizational skills</u> : Plan Strategies and take action to achieve personal goals	<ul style="list-style-type: none"> • Warm –up exercises • Major Muscle Groups • Knowledge and understanding of the five fitness components that contribute to physical fitness • Fitness Tests on: <ol style="list-style-type: none"> 1. Flexibility 2. Local Muscular Strength 3. Cardiovascular Endurance 4. Co-ordination 5. Speed • Collection of Data for every student for the 5 fitness components
Volleyball 5 weeks	Change Refinement Space Environment	Orientation in space and time Adaptation	Change in our volleyball skills help students adapt and understand the benefits of the refinement process and use the space and environment safely.	A i,ii,iii C i,ii,iii	<u>Thinking /Transfer skills</u> : Apply skills and knowledge in unfamiliar situations <u>Self-management / Reflection</u> : Develop new skills <u>Communication / Communications Skills</u> : Give and receive meaningful feedback	Serving – Underhand Setting Digging Rotations Safety /Equipment Lead-up games of Volleyball Game play- Indoor/Outdoor 3vs 3- modified games 6vs 6- introduction of full court games

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						Knowledge and understanding of the basic volleyball rules (www.fiva.org)
Soccer- Soccer drills into practice 5 weeks	Change Adaptation Challenge	Identities and relationships Competition and cooperation	Adapting the rules of a game creates new challenges between team members and leads to healthy competition.	A i,ii,iii C i,ii,iii	<u>Thinking skills / critical thinking</u> : observing tactics in order to recognize personal and team strengths and weaknesses <u>Communication / interaction</u> : actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play <u>Social / collaboration</u> : give and receive meaningful feedback	Students will be introduced to the skills of soccer: Dribbling (different speeds) Passing – various distances Shooting – different angles Goalkeeping Controlling-stationary and moving Safety /Equipment Lead up games Game play- Indoor/Outdoor 5 vs 5 Introduction to the soccer rules and regulations
Basketball 6 weeks	Change Space Choice Refinement	Identities and relationships Physical and psychological development	Changing ones skill and the considerable use of space has the potential to impact on the opposition.	A i,ii,iii C i,ii,iii	<u>Self-management / Reflection</u> : Develop new skills <u>Thinking / Transfer skills</u> : Apply skills and knowledge in unfamiliar situations <u>Communication / Communications Skills</u> : Give and receive meaningful feedback <u>Self Management / Affective skills</u> : Demonstrate persistence and perseverance	Students will be introduced to the skills of Basketball (Passing, dribbling, ball handling and shooting.) • passing–chest, bounce, overhead, • dribbling–speed, low • ball handling–ball in one hand • shooting – lay up, set shot, jump shot. Students will be introduced to the

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						<p>rules and regulations Basic strategies and movement concepts to be taught:</p> <ul style="list-style-type: none"> • game sense—reading and understanding the game (responding to movement, set plays and visual cues) • footwork and body positioning—responding to visual stimulus,
<p>Handball 6 weeks</p>	<p>Communication Development Systems space</p>	<p>Identities and relationship Cooperation</p>	<p>Cooperation is achieved when the developing team uses systems of verbal and non-verbal communication</p>	<p>A i,ii,iii C i,ii,iii D i,ii,iii</p>	<p><u>Social / Collaboration skills</u> : encourage others to contribute</p> <p><u>Communication / Communication skills:</u> Give and receive feedback</p> <p><u>Self - management / Reflective skills:</u> Demonstrate flexibility in the selection and use of learning strategies</p>	<p>The students will be introduced to the handball skills: Passing: side pass, overhead pass, bounce pass, and moving passes, Shooting: Running jump shot, diving shot and vertical jump shot, changing direction with the ball and shooting fake side step. Goalkeeping skills-reaction Defending-9m line Screening, attackers movements, zone defense, man to man defense Transition from attack to defense Modified games Rules and regulations Verbal cues for attacking and defensive patterns and plays.</p>
<p>Health and nutrition 4weeks</p>	<p>Relationships Choice Function</p>	<p>Identities and relationships Health and well being</p>	<p>Nutritional choices determine how effective the</p>	<p>A i,ii,iii</p>	<p><u>Thinking / transfer skills</u> : Apply skills and knowledge in unfamiliar situations</p> <p><u>Research / Information literacy skills</u> : Access</p>	<p>Students will learn: The basic food groups, healthy eating food pyramid and healthy eating habits</p>

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			body can function and feel healthy.		information to be informed and inform others <u>Communication (communication skills):</u> Read a variety of sources for information and for pleasure	Composition and uses of carbohydrates, protein and fats Nutrition fuel for various physical activities Dieting myths and fallacies
Educational Gymnastics 4 weeks	Creativity Movement Choice	Personal and cultural expression Practice and competency	Forming a creative gymnastics routine , the movements can be chosen in accordance to ones competency	B i,ii D i,ii,iii	<u>Thinking Skills / Creative thinking skills:</u> Make unexpected and unusual connections between ideas <u>Social / Collaborative skills:</u> manage and resolve conflict and work collaboratively with others, and help others to succeed <u>Communication / Communication skills:</u> Give and receive meaningful feedback <u>Self -Management / Organization :</u> Bring necessary equipment and supplies to class	Students will be introduced to the basic gymnastics skills: Front and backward roll Individual and partner balances Formations of simple to more complex group pyramids The phases for linking movements to music
Athletics 4 weeks	Change Energy Movement	Identities and relationships Physical and psychological development	Changes of techniques are determined by an awareness of how the body moves and how much energy our body produces.	A i,ii,iii C i,ii,iii	<u>Self-management- / Affective skills :</u> Self – motivation <u>Self-management –/Reflection skills :</u> Consider content <u>Thinking / Critical thinking skills) :</u> Practise observing carefully in order to recognize problems	Components of fitness: power, strength and speed Running Events: Short and Long distance running techniques, and develop skills for sprints Throwing Events: Shot put , discus and javelin Jumping Events: Long and high Jump,

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					<u>Research-(Information literacy skills:</u> Access information to be informed and inform others	and hurdles. Rules and regulations of each event
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Year 3 (Grade 8)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
FITNESS- FIT FOR LIFE 3 weeks	Development Movement Choice	Identities and Relationships Lifestyle choices	When you develop your physical fitness you will make the right choice for a healthy lifestyle and you will transfer the benefits into other sports.	A i,ii B i	<u>Thinking / Critical thinking:</u> Recognize personal strengths and weaknesses. <u>Communication / Interaction :</u> actively listen to verbal cues in order to do the fitness exercises safely. <u>Self- Management / Organizational skills:</u> Plan Strategies and take action to achieve personal goals	<ul style="list-style-type: none"> Warm –up exercises Major Muscle Groups Knowledge and understanding of the five fitness components that contribute to physical fitness Fitness Tests on: <ol style="list-style-type: none"> Flexibility Local Muscular Strength Cardiovascular Endurance Co-ordination Speed Collection of Data for every student for the 5 fitness components
Volleyball 5 weeks	Change Refinement Space Environment	Orientation in space and time Adaptation	Change in our volleyball skills help students adapt and understand the benefits of the refinement	A i,ii,iii C i,ii,iii	<u>Thinking /Transfer skills:</u> Apply skills and knowledge in unfamiliar situations <u>Self-management / Reflection:</u> Develop new skills <u>Communication / Communications Skills:</u> Give and receive meaningful feedback	Serving – Underhand Setting Digging Rotations Safety /Equipment

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			process and use the space and environment safely.			Lead-up games of Volleyball Game play- Indoor/Outdoor 3vs 3- modified games 6vs 6- introduction of full court games Knowledge and understanding of the basic volleyball rules (www.fiva.org)
Soccer- Soccer drills into practice 5 weeks	Change Adaptation Challenge	Identities and relationships Competition and cooperation	Adapting the rules of a game creates new challenges between team members and leads to healthy competition.	A i,ii,iii C i,ii,iii	<u>Thinking skills / critical thinking</u> : observing tactics in order to recognize personal and team strengths and weaknesses <u>Communication / interaction</u> : actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play <u>Social / collaboration</u> : give and receive meaningful feedback	Students will be introduced to the skills of soccer: Dribbling (different speeds) Passing – various distances Shooting – different angles Goalkeeping Controlling-stationary and moving Safety /Equipment Lead up games Game play- Indoor/Outdoor 5 vs 5 Introduction to the soccer rules and regulations
Basketball 6 weeks	Change Space Choice Refinement	Identities and relationships Physical and psychological	Changing ones skill and the considerable use of space has	A i,ii,iii C i,ii,iii	<u>Self-management / Reflection</u> : Develop new skills <u>Thinking / Transfer skills</u> : Apply skills and knowledge in unfamiliar situations	Students will be introduced to the skills of Basketball (Passing, dribbling, ball handling and shooting.) • passing–chest, bounce,

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		development	the potential to impact on the opposition.		<p><u>Communication / Communications Skills:</u> Give and receive meaningful feedback</p> <p><u>Self Management / Affective skills:</u> Demonstrate persistence and perseverance</p>	<p>overhead,</p> <ul style="list-style-type: none"> dribbling–speed, low ball handling–ball in one hand shooting – lay up, set shot, jump shot. <p>Students will be introduced to the rules and regulations</p> <p>Basic strategies and movement concepts to be taught:</p> <ul style="list-style-type: none"> game sense–reading and understanding the game (responding to movement, set plays and visual cues) footwork and body positioning–responding to visual stimulus,
Handball 6 weeks	Communication Development Systems space	Identities and relationship Cooperation	Cooperation is achieved when the developing team uses systems of verbal and non-verbal communication	A i,ii,iii C i,ii,iii D i,ii,iii	<p><u>Social / Collaboration skills :</u> encourage others to contribute</p> <p><u>Communication / Communication skills:</u> Give and receive feedback</p> <p><u>Self - management / Reflective skills:</u> Demonstrate flexibility in the selection and use of learning strategies</p>	<p>The students will be introduced to the handball skills:</p> <p>Passing: side pass, overhead pass, bounce pass, and moving passes, Shooting: Running jump shot, diving shot and vertical jump shot, changing direction with the ball and shooting fake side step. Goalkeeping skills-reaction Defending-9m line Screening, attackers movements, zone defense, man to man defense Transition from attack to defense Modified games Rules and regulations</p>

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						Verbal cues for attacking and defensive patterns and plays.
Health and nutrition 4weeks	Relationships Choice Function	Identities and relationships Health and well being	Nutritional choices determine how effective the body can function and feel healthy.	A i,ii,iii	<p><u>Thinking / transfer skills</u> : Apply skills and knowledge in unfamiliar situations</p> <p><u>Research / Information literacy skills</u> : Access information to be informed and inform others</p> <p><u>Communication (communication skills)</u>: Read a variety of sources for information and for pleasure</p>	<p>Students will learn: The basic food groups, healthy eating food pyramid and healthy eating habits</p> <p>Composition and uses of carbohydrates, protein and fats</p> <p>Nutrition fuel for various physical activities Dieting myths and fallacies</p>
Educational Gymnastics 4 weeks	Creativity Movement Choice	Personal and cultural expression Practice and competency	Forming a creative gymnastics routine , the movements can be chosen in accordance to ones competency	B i,ii D i,ii,iii	<p><u>Thinking Skills / Creative thinking skills</u>: Make unexpected and unusual connections between ideas</p> <p><u>Social / Collaborative skills</u>: manage and resolve conflict and work collaboratively with others, and help others to succeed</p> <p><u>Communication / Communication skills</u>: Give and receive meaningful feedback</p> <p><u>Self -Management / Organization</u> : Bring necessary equipment and supplies to class</p>	<p>Students will be introduced to the basic gymnastics skills: Front and backward roll Individual and partner balances Formations of simple to more complex group pyramids The phases for linking movements to music</p>
Athletics	Change	Identities and relationships	Changes of techniques are	A i,ii,iii C i,ii,iii	<u>Self-management- / Affective skills</u> :	Components of fitness: power,

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4 weeks	Energy Movement	Physical and psychological development	determined by an awareness of how the body moves and how much energy our body produces.		<p>Self – motivation</p> <p><u>Self-management –/Reflection skills</u> :</p> <p>Consider content</p> <p><u>Thinking / Critical thinking skills</u>) : Practise observing carefully in order to recognize problems</p> <p><u>Research-(Information literacy skills:</u></p> <p>Access information to be informed and inform others</p>	<p>strength and speed</p> <p>Running Events: Short and Long distance running techniques, and develop skills for sprints</p> <p>Throwing Events: Shot put , discus and javelin</p> <p>Jumping Events: Long and high Jump, and hurdles.</p> <p>Rules and regulations of each event</p>
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Year 4 (Grade 9)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
Personal Fitness Program 3 weeks	Change Adaptation Choice Systems	Identities and Relationships Health and well being	The body system adapts to changing training methods and you become a healthier human being.	A i,ii,iii B i,ii	<p><u>Thinking skills / critical thinking</u> : Identify obstacles and challenges</p> <p><u>Self-management / organizational skills</u> : Set goals that are challenging and realistic</p> <p><u>Research / Information literacy:</u> understand and use technology</p>	<ul style="list-style-type: none"> • Warm –up exercises • Muscle groups-upper & lower body <p>1. Fitness components: Cardiovascular endurance, muscular endurance, muscular strength, flexibility and speed.</p> <p>2. FITT Principle: Frequency, Intensity, Time and Type</p> <p>3. Principles of training</p> <p>4. Fitness testing</p> <p>Health issues</p> <p>Health Concepts</p>

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						Identifying harmful behaviors
Soccer 5 weeks	Change Movement Patterns	Personal and cultural expression practice	A change in the level of ones soccer skills requires effective offensive and defensive movement patterns and consistent practice.	C i,ii,iii D i,ii,iii	<u>Thinking / Critical thinking</u> : Observing peers and recognizing the strengths and weaknesses <u>Social / Collaboration skills</u> : Working effectively with others <u>Self / management / Organizational skills</u> : Using appropriate strategies	Students will review and practise all the soccer skills: Dribbling, Passing, Kicking, Controlling Goalkeeping Moving to space Communication 1on1 Offensive skills Targeting passes and kicks Defensive skills Application of tactics Communication Game play- Indoor/Outdoor 6vs 6 Knowledge and application of the soccer rules Referee games
Volleyball 5 weeks	Relationships Interaction Movement Environment	Identities and relationships cooperation	The relationship between our teammates and the interaction and cooperation on and off the court s	A i,ii,iii C i,ii,iii D i,ii,iii	<u>Communication / Communication</u> : Give and receive meaningful feedback <u>Communication / interaction</u> : actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play <u>Social / Collaboration skills</u> : Exercise leadership and work collaboratively in team work	Serving – Overhand and Underhand Setting Digging Spiking/Tip Court Movement Defensive Skills-Receiving position Offensive skills-Targeting Court Space

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			influences our teamwork and success.			Spiking Timing Application of tactics-Dig-set-spike combination Court Communication Game play- Indoor/Outdoor 3vs 3- modified games 6vs 6- full court games Knowledge and understanding of the volleyball rules Referee games-Use hand signals
Basketball 6 weeks	Connection Balance Function	Identities and relationships Cooperation	The connection between classmates and the balance of a team requires effective functioning and co-operation of all the members.	A i,ii,iii C i,ii,iii	<p><u>Thinking / Critical thinking</u>: observe tactics in order to recognize personal and team strengths and weaknesses</p> <p><u>Communication / interaction</u>: actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play.</p> <p><u>Communication / communication</u> : give and receive meaningful feedback</p> <p><u>Social / Collaboration skills</u>: help others to succeed</p> <p><u>Self-Management / Reflection skills</u>: How can I share my skills to help peers who need more practice</p>	<p>Students will re-cap the skills of passing, dribbling, ball handling and shooting:</p> <ul style="list-style-type: none"> • passing—chest, bounce, overhead, behind back • dribbling—speed, low, cross over, in and out • ball handling—ball in one hand, ball in two hands • shooting – lay up, set shot, jump shot. <p>Students will recap the rules and regulations. Explicit strategies and movement concepts to be taught:</p> <ul style="list-style-type: none"> • game sense—reading and understanding the game (responding to movement, set plays and visual cues) • positional play • attacking and defending strategies: running set plays for various player positions

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					<ul style="list-style-type: none">• footwork and body positioning– responding to visual stimulus. Position specific skills, techniques, movement and strategies: <ul style="list-style-type: none">• point guard (PG) (play setting, game tempo, ball handler, decision making). Position 1• shooting guard (SG)(creating scoring opportunities, shooting from different locations). Position 2• small forward (SF) (rebounding, baseline movement). Position 3• power forward (PF)(close range shooting, losing your defender Students will practise all the basketball skills: Passing, dribbling, shooting and ball handling Passing: Chest pass, overhead, non-dominant hand pass. Dribbling: speed, height, technique, dominant and non-dominant hand, stationary and moving. Shooting: lay-ups, jump shot, set shot Ball handling- hand-eye coordination Techniques, movement concepts and strategies will be developed: rebounding, close range shooting, creating space, wall pass, give and go, pick and roll and games.
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						Develop attacking and defending strategies: zone, man to man defence.
First -aid 3 weeks	Change Choice Perspectives	Identities and relationships Health and well being	Choices made under different conditions generate new perspectives in real life situations.	A i,ii,iii	<p><u>Thinking / transfer skills</u>: Apply skills and knowledge in unfamiliar situations</p> <p><u>Research / Information literacy skills</u>: Access information to be informed and inform others</p> <p><u>Communication / communication skills</u>: Read a variety of sources for information and for pleasure</p> <p><u>Thinking / critical thinking skills</u>: Practice observing carefully in order to recognize problems</p>	<p>Students will be introduced to the basics of emergency first aid:</p> <p>>Analysis of situations and environments</p> <p>>Recovery position</p> <p>>Artificial Respiration</p> <p>>Sports injuries</p> <p>>Treatments for conditions such as: breaks, bleeding, concussion, shock and hyperthermia</p> <p>>Local emergency phone numbers</p>
Acro-gymnastics 3 weeks	Relationships Balance Movement Time	Personal and cultural expression creation	Creative combinations of aesthetic movements are enhanced by the energy of balance and timing.	B i,ii D i,ii,iii	<p><u>Thinking / Creative thinking skills</u>: Make unexpected or unusual connections between different gymnastics skills</p> <p><u>Self- management / Organization skills</u>: Set goals that are challenging and realistic</p> <p><u>Social / Collaboration skills</u> : Manage and resolve conflict and work collaboratively in teams ,</p> <p><u>Communication / interaction</u>: Give and receive meaningful feedback</p>	<p>>Practise all the basic Gymnastic skills: Forward and backward rolls, Cartwheel, handstand and headstand</p> <p>>Individual and Partner Balances .Group balances</p> <p>>Gymnastic terminology: body tension, stability and strength, posture, balance and movement.</p> <p>>Link movements into a routine</p>

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Softball 6 weeks	Communication Systems choice	Identities and relationships cooperation	Effective communication and cooperation will enhance a teams' ability to apply tactics and be able to choose the correct system of play.	A i,ii,iii C i,ii,iii	<p><u>Thinking / critical thinking</u>: observing tactics in order to recognize personal and team strengths and weaknesses</p> <p><u>Communication / interaction</u>: actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play.</p> <p><u>Social / collaboration</u>: manage and resolve conflict and work collaboratively in teams, exercise leadership and take on a variety of roles within groups</p>	<p>Skills: Pitching, Catching, batting, fielding, short throws, and base running</p> <p>Rules and Regulations: Strikes, balls, base running, tagging and scoring</p> <p>Designing and Executing plays: what goes into a play, how to communicate a play to a teammate, how we use verbal and nonverbal cues effectively, when certain plays should be used.</p> <p>Officiating a game: using signals</p>
Badminton 6 weeks	Relationships Development movement pattern	Orientation of space and time adaptation	A good and balanced game requires each team member to develop responsive movement patterns and adapt different tactics of play.	A i,ii,iii C i,ii,iii	<p><u>Thinking / critical thinking</u> : observing tactics in order to recognize personal strengths and weaknesses</p> <p><u>Communication / interaction</u>: actively listen to verbal and non-verbal cues in order to understand our partner during game play</p> <p><u>Social / collaboration</u> : help others to succeed</p> <p><u>Self-management / affective</u> : Resilience- practise dealing with disappointment and unmet expectations</p>	<p>Skills and techniques Serves: long and short Strokes; overhead backhand and forehand clear Smash, drop shot, Explicit strategies and movement concepts to be recapped and developed Doubles positioning Organizing and executing set plays Doubles communication recap and development : verbal cues, non-verbal cues , front strategies, back court strategies</p>

Year 5 (Grade 10)

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Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
Personal Fitness Program 3 weeks	Change Adaptation Choice Systems	Identities and Relationships Health and well being	The body system adapts to changing training methods and you become a healthier human being.	A i,ii,iii B i,ii	<u>Thinking skills / critical thinking</u> : Identify obstacles and challenges <u>Self-management / organizational skills</u> : Set goals that are challenging and realistic <u>Research / Information literacy</u> : understand and use technology	<ul style="list-style-type: none"> • Warm –up exercises • Muscle groups-upper & lower body 1. Fitness components: Cardiovascular endurance, muscular endurance, muscular strength, flexibility and speed. 2. FITT Principle: Frequency, Intensity, Time and Type 3. Principles of training 4. Fitness testing Health issues Health Concepts Identifying harmful behaviors
Soccer 5 weeks	Change Movement Patterns	Personal and cultural expression practice	A change in the level of ones soccer skills requires effective offensive and defensive movement patterns and consistent practice.	C i,ii,iii D i,ii,iii	<u>Thinking / Critical thinking</u> : Observing peers and recognizing the strengths and weaknesses <u>Social / Collaboration skills</u> : Working effectively with others <u>Self / management / Organizational skills</u> : Using appropriate strategies	Students will review and practise all the soccer skills: Dribbling, Passing, Kicking, Controlling Goalkeeping Moving to space Communication 1on1 Offensive skills Targeting passes and kicks Defensive skills

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						<p>Application of tactics</p> <p>Communication</p> <p>Game play- Indoor/Outdoor</p> <p>6vs 6</p> <p>Knowledge and application of the soccer rules</p> <p>Referee games</p>
<p>Volleyball</p> <p>5 weeks</p>	<p>Relationships</p> <p>Interaction</p> <p>Movement</p> <p>Environment</p>	<p>Identities and relationships</p> <p>cooperation</p>	<p>The relationship between our teammates and the interaction and cooperation on and off the court s influences our teamwork and success.</p>	<p>A i,ii,iii</p> <p>C i,ii,iii</p> <p>D i,ii,iii</p>	<p><u>Communication / Communication</u>: Give and receive meaningful feedback</p> <p><u>Communication / interaction</u>: actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play</p> <p><u>Social / Collaboration skills</u>: Exercise leadership and work collaboratively in team work</p>	<p>Serving – Overhand and Underhand</p> <p>Setting</p> <p>Digging</p> <p>Spiking/Tip</p> <p>Court Movement</p> <p>Defensive Skills-Receiving position</p> <p>Offensive skills-Targeting Court Space</p> <p>Spiking Timing</p> <p>Application of tactics-Dig-set-spike combination</p> <p>Court Communication</p> <p>Game play- Indoor/Outdoor</p> <p>3vs 3- modified games</p> <p>6vs 6- full court games</p> <p>Knowledge and understanding of the volleyball rules</p> <p>Referee games-Use hand signals</p>
<p>Basketball</p> <p>6 weeks</p>	<p>Connection</p> <p>Balance</p> <p>Function</p>	<p>Identities and relationships</p> <p>Cooperation</p>	<p>The connection between classmates and the balance of a</p>	<p>A i,ii,iii</p> <p>C i,ii,iii</p>	<p><u>Thinking / Critical thinking</u>: observe tactics in order to recognize personal and team strengths and weaknesses</p>	<p>Students will re-cap the skills of passing, dribbling, ball handling and shooting:</p> <ul style="list-style-type: none"> • passing–chest, bounce, overhead, behind back

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			<p>team requires effective functioning and co-operation of all the members.</p>		<p><u>Communication / interaction</u>: actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play.</p> <p><u>Communication / communication</u> : give and receive meaningful feedback</p> <p><u>Social / Collaboration skills</u>: help others to succeed</p> <p><u>Self-Management / Reflection skills</u>: How can I share my skills to help peers who need more practice</p>	<ul style="list-style-type: none"> • dribbling–speed, low, cross over, in and out • ball handling–ball in one hand, ball in two hands • shooting – lay up, set shot, jump shot. <p>Students will recap the rules and regulations.</p> <p>Explicit strategies and movement concepts to be taught:</p> <ul style="list-style-type: none"> • game sense–reading and understanding the game (responding to movement, set plays and visual cues) • positional play • attacking and defending strategies: running set plays for various player positions • footwork and body positioning–responding to visual stimulus. <p>Position specific skills, techniques, movement and strategies:</p> <ul style="list-style-type: none"> • point guard (PG) (play setting, game tempo, ball handler, decision making). Position 1 • shooting guard (SG)(creating scoring opportunities, shooting from different locations). Position 2 • small forward (SF) (rebounding, baseline movement). Position 3 • power forward (PF)(close range shooting, losing your defender
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						<p>Students will practise all the basketball skills: Passing, dribbling, shooting and ball handling Passing: Chest pass, overhead, non-dominant hand pass. Dribbling: speed, height, technique, dominant and non-dominant hand, stationary and moving. Shooting: lay-ups, jump shot, set shot Ball handling- hand-eye coordination</p> <p>Techniques, movement concepts and strategies will be developed: rebounding, close range shooting, creating space, wall pass, give and go, pick and roll and games.</p> <p>Develop attacking and defending strategies: zone, man to man defence.</p>
<p>First -aid 3 weeks</p>	<p>Change Choice Perspectives</p>	<p>Identities and relationships Health and well being</p>	<p>Choices made under different conditions generate new perspectives in real life situations.</p>	<p>A i,ii,iii</p>	<p><u>Thinking / transfer skills</u>: Apply skills and knowledge in unfamiliar situations <u>Research / Information literacy skills</u>: Access information to be informed and inform others <u>Communication / communication skills</u>: Read a variety of sources for information and for pleasure <u>Thinking / critical thinking skills</u>: Practice observing carefully in order to recognize problems</p>	<p>Students will be introduced to the basics of emergency first aid:</p> <ul style="list-style-type: none"> >Analysis of situations and environments >Recovery position >Artificial Respiration >Sports injuries >Treatments for conditions such as: breaks, bleeding, concussion, shock

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						and hyperthermia >Local emergency phone numbers
Acro-gymnastics 3 weeks	Relationships Balance Movement Time	Personal and cultural expression creation	Creative combinations of aesthetic movements are enhanced by the energy of balance and timing.	B i,ii D i,ii,iii	<p><u>Thinking / Creative thinking skills</u>: Make unexpected or unusual connections between different gymnastics skills</p> <p><u>Self- management / Organization skills</u>: Set goals that are challenging and realistic</p> <p><u>Social / Collaboration skills</u> : Manage and resolve conflict and work collaboratively in teams ,</p> <p><u>Communication / interaction</u>: Give and receive meaningful feedback</p>	<p>>Practise all the basic Gymnastic skills: Forward and backward rolls, Cartwheel, handstand and headstand</p> <p>>Individual and Partner Balances .Group balances</p> <p>>Gymnastic terminology: body tension, stability and strength, posture, balance and movement.</p> <p>>Link movements into a routine</p>
Softball 6 weeks	Communication Systems choice	Identities and relationships cooperation	Effective communication and cooperation will enhance a teams' ability to apply tactics and be able to choose the correct system of play.	A i,ii,iii C i,ii,iii	<p><u>Thinking / critical thinking</u>: observing tactics in order to recognize personal and team strengths and weaknesses</p> <p><u>Communication / interaction</u>: actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play.</p> <p><u>Social / collaboration</u>: manage and resolve conflict and work collaboratively in teams, exercise leadership and take on a variety of roles within groups</p>	<p>Skills: Pitching, Catching, batting, fielding, short throws, and base running</p> <p>Rules and Regulations: Strikes, balls, base running, tagging and scoring</p> <p>Designing and Executing plays: what goes into a play, how to communicate a play to a teammate, how we use verbal and nonverbal cues effectively, when certain plays should be used.</p> <p>Officiating a game: using signals</p>

Subject overview Physical and Health Education

<p>Badminton 6 weeks</p>	<p>Relationships Development movement pattern</p>	<p>Orientation of space and time adaptation</p>	<p>A good and balanced game requires each team member to develop responsive movement patterns and adapt different tactics of play.</p>	<p>A i,ii,iii C i,ii,iii</p>	<p><u>Thinking / critical thinking</u> : observing tactics in order to recognize personal strengths and weaknesses</p> <p><u>Communication / interaction</u>: actively listen to verbal and non-verbal cues in order to understand our partner during game play</p> <p><u>Social / collaboration</u> : help others to succeed</p> <p><u>Self-management / affective</u> : Resilience- practise dealing with disappointment and unmet expectations</p>	<p>Skills and techniques Serves: long and short Strokes; overhead backhand and forehand clear Smash, drop shot, Explicit strategies and movement concepts to be recapped and developed Doubles positioning Organizing and executing set plays Doubles communication recap and development : verbal cues, non-verbal cues , front strategies, back court strategies</p>
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