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| **FIRST YEAR SCHEME Physical Education 2012/13** |

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| **Date** | **Topic** | **Learning Objective** | **Resources** | **Methodologies**  **Assessment** | **Evaluation** |
| Sep-mid Sep | Dynamic warm-up, pre-stretch, cool down and post-stretch  Fundamental Movement Circuits –(SAQ)-Speed, Agility and Quickness   * Single leg ladder * Cone swerve * Ricochets * Shuttle run * HR check * Abdominal crunch * Skipping * Jumping jacks * Forward lunge * Balance disc * Cone run-T * Bubble ball * Leading leg ladder | All students will be able to :   1. Understand the importance of a dynamic warm-up, pre-stretch, cool down and post-stretch and participate in all of the above correctly. 2. Understand heart rate in relation to exercise and how to take their pulse. Students will take their pulse to get their resting heart rate and active heart and understand the difference between both. 3. Participate in a variety of SAQ stations and perform the correct technique throughout all stations in order to develop speed, agility, quickness and coordination. 4. Identify the key skills and techniques needed to perform the stations correctly. | * Gym * **Circuit equipment:**   Mats, agility ladders, cones, dots, skipping ropes, balance discs, bubble ball, station cards, stop-watch, heart rate recording sheet | * Discussion with students to establish their knowledge regarding heart rate in relation to exercise * Checking for understanding to see if students understand the health related aspects of a dynamic warm-up, pre-stretch, cool down and post-stretch and stations in the circuit * Active teaching/guided practice during the circuits * Peer-assessment-heart rate check * Self-assessment-assessment wheel on their performance of the circuits * Fitness Test-Shuttle run * Skills Test-reaction, coordination | Students enjoyed this topic. Was good to introduce them to PE in the school. Movement skills were poor at the start but improved as the sessions went  on |
| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| Mid-Sep-Mid-Oct | Floor Gymnastics   * Balances: Points of contact, counter balances, partners balances * Rolls-forward roll, daisy roll, pencil roll, side roll, judo roll, backward roll * Weight transference-cartwheel, handstand, headstand, donkey kick * Traveling-hops, twist, scissors kick, skip, tuck jump * Control of muscular tension and body poise * Linking movements to form a sequence | All students will be able to :   1. Develop appropriate movements in floor gymnastics relating to the themes of balance, travelling and weight transference. 2. Demonstrate control of muscular tension and body poise while performing gymnastic movements. 3. Work with a partner to create and perform a sequence of gymnastic movements. 4. Demonstrate the ability to link movements and demonstrate understanding of basic concepts of time, space, and safety while performing movements. | * Gym * Mats * Benches * Music * Stereo | * Checking for understanding before students are dispersed for pair practice * Active teaching students are provided with direct instruction and given time to practice * Guided practice students are observed and skills are re-taught if necessary * Independent and self paced challenges, students are allowed to integrate the new task with previously learned skills * Group meetings students work with a partner/group sharing ideas and feedback on how to improve movements * Go- arounds pairs/groups are allocated time to practice and ask for help * Peer assessment of movements * Peer assessment/teacher assessment of final performance | This topic went well, girls enjoyed it a lot more than most of the boys. Will have to include a few more variations to keep the lads interested. Safety points were well covered and had no injuries. Students did well in linking different movements |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| November | Adventure Activities to develop:   * Communication skills * Listening skills * Cooperation skills * Problem solving skills * Trust * Confidence * Team work | All students will be able to :   1. Develop communication, listening, cooperation and problem solving skills through participating in various adventure activities 2. Build trust through activities demonstrated by the need to trust others to complete tasks 3. Build confidence through participation in activities and playing a vital role in completing tasks 4. Develop team work skills by working in a group with others to complete various adventure activties | * Mats * Hoops * Benches * Carpet pieces and map * Dots * Pens * Sheets * Balls * blindfolds * Map of school * Trivia questions | * Challenge by choice-students are permitted to take a step back when needed and work at the own pace * Whole class discussion * Group discussion * Debriefing * Team challenges * Final team challenge * Self-assessment wheel | This topic was hard to cover as some students suffered with confidence and working part of a team. Hopefully this will improve with time. Problem solving skills was another area that the students found difficult. I will give them more promps next time. |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| December | Basketball-basic skills   * Dribbling * Catching * Passing * Shooting * Protect and pivot * Basic rules and strategies * Refereeing | All students will be able to :   1. Demonstrate the proper technique for catching and passing a basketball. 2. Demonstrate different types of passes in basketball and when to utilize each pass within the game. 3. Understand and demonstrate why and when to dribble and the different types of dribble most appropriate to use. 4. Demonstrate different types of shooting and game situations like when to penetrate to the basket and use the lay up. 5. Play consistently in games after each lesson to practice their offence and defence responsibilities. 6. Understand the terminology of the game and the rules. They will have the opportunity to officiate games. 7. Work within a team in developing respect, cooperation, responsibility, commitment and competition. | * Court * Basketball * Bibs * Whistle * Cones | **TGFU Model**  To motivate the students to participate in the game of basketball the teacher will adopt the TGFU model in that they will initially be placed in a modified game and allow the game to be the teacher posing problems within the game and allowing the students to find solutions. Throughout each lesson the focus will be on the 6 stages of the TGFU model.   * Modified game play to emphasize a problem * Game appreciation understand that rules shape the game * Tactical awareness/game sense * Decision making about what to do and how to do it * Practice to improve the skill * A game to determine change and progress * Independent Practice * Final tournament | No problems with this game. Some students had previous knowledge and this helped with skill level. Students struggled with the rules of the game and took them a long time to get the hang of it. |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| January | Badminton   * Basic level * Ready and racket position * Serve-underhand, backhand * Smash * Underhand clear * Slow drop shot * Rules | All students will be able to :   1. Develop the skills of badminton through participation in class activities and games 2. Demonstrate an understanding of the rules and execute officiating skills 3. Co-operate in teams and foster an appreciation of co-operation and fair play 4. Participate and officiate in a badminton tournament | * Court * Nets * Badminton rackets * Shuttle cocks * Theory assessment sheet | * Guided practice * Independent practice * Checking for understanding * Brief/debrief * Small group work(feedback) * Seize teachable moments * Collaborative and interpersonal skills * Peer assessment informal * Teacher assessment informal * Self assessment checklist * Group performance assessment instrument (GPAI) | This unit went very good. A lot of students had not played the game before so they enjoyed learning something new. Hand eye coordination was poor at the start but this improved as the sessions progressed |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| February-mid February  Mid-February-End February | Athletics   * Running: sprinting, long distance, relay * Throwing: Shot putt | All students will be able to :   1. Develop understanding of and perform the sprinting, long distance running techniques and relays 2. Develop techniques in throwing the shot putt 3. Develop safety awareness while running and throwing 4. Develop an appreciation and enjoyment for various athletic events | * Gym * Relay batons * Shot putts of various sizes * Bibs * Whistle * Cones | * Guided practice * Independent practice * Checking for understanding * Peer observation checklists | This topic went well. Students enjoyed the sprinting and the competition element of the class. Every student was fit to take part which was good aswell and made the class more enjotable. |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| March | Tag Rugby   * Normal pass, spin pass, pick up pop pass and sweep pass * Attacking and defending * Basic rules and officiating | All students will be able to :   1. Develop skills in tag rugby in order to participate in a tag rugby tournament. 2. Develop the skills in order to organise a tag rugby tournament. 3. Develop the tactical awareness in order to participate in a tag rugby tournament. | * Gym * Rugby balls * Cones * Tag belts * Whistle * Theory sheet | * Independent practice * Guided practice * You make the call teacher assessment * Informal observation by peers * Teacher observation * Theory assessment | Tag rugby went well with the students. Most students had seen the real game so had some sort of prior knowledge. Hand eye coordination was fair/good in most cases. The concept of always been behind the ball carrier was hard to get across so that will be an area to work on again |

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| Date | Topic | Learning Objective | Resources | Methodologies  Assessment | Evaluation |
| April-May | Kwik Cricket   * Hitting * Throwing * Running * Basic rules | All students will be able to :   1. Demonstrate the basic techniques in participating in kwik cricket 2. Understand the rules in kwik cricket 3. Participate in a final kwik cricket match | * Gym * Balls * Bats * Cones | * Independent practice * Guided practice * You make the call teacher assessment * TGFU model * Informal observation by peers * Teacher observation | Students enjoyed this game. Ball striking was good with the students that played hurling and poor with students that didn’t play it before. Rules were easy to understand. |