

Name of unit	
Expected Outcomes By the end of this unit, pupils will be able to: Design a simple 4-station circuit for a partner. Lead a partner through a warm-up safely. Compare their own fitness test results over time and identify an improvement. Sustain a short rally in badminton using an overhead clear.	
Developmental Focus Opportunities Gross Motor Skills: Applying cognitive understanding to the ELGs. Pupils are not just 'moving energetically' or 'demonstrating strength', they are planning <i>how</i> and <i>why</i> they will do so to achieve a specific physical outcome, showing a more mature approach to their physical development. Fine Motor Skills: Linking the ELG of 'using tools' to writing and designing a fitness plan, requiring precision and care.	
Key Learning Points	Powerful Knowledge
How to structure a simple circuit (e.g., alternating muscle groups). The key components of a safe warm-up (e.g., pulse raiser, stretches). How to read and interpret data from their own fitness tests. The tactical reason for using a high, deep shot (overhead clear) in badminton.	Fitness isn't something that happens to you; it's something you plan for. Understanding that improvement requires a conscious plan. Leading others requires you to be clear, safe, and encouraging.
Subject-Specific Vocabulary	Reading Opportunities
Circuit Training, Repetition (Rep), Set, Recovery, Data, Improvement, Overhead Clear, Shuttlecock, Rally, Tactics.	Reading different fitness programme templates. Analysing graphs showing their fitness progress over time. Reading a tactical diagram for a badminton court.
Possible Misconceptions	Cross-Curricular Links
A good workout means you have to be in pain." (Effort vs. Pain). You should do the same exercises every single time." (Variety and progression). In badminton, I should just smash it every time." (Power vs. Tactics).	Maths: Data handling, creating and interpreting graphs. Science: Understanding muscle fatigue and recovery. Leadership/PSHE: Responsibility, trust, motivating others.