

Teacher(s)		Subject discipline	group	and	
Unit title	Indoor Games	MYP year	3	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationships	Movement and interaction	Identities and relationships (competition and cooperation)
Statement of inquiry		
Competition and cooperation help develop relationships where movement and interaction are key.		
Inquiry questions		
Factual— What are the core and advanced skills of the sport? Conceptual— How can skills be applied to manipulate space? Debatable— To what extent is decision making most important to success in team competitions?		
Objectives	Summative assessment	
C- Applying and performing i. demonstrate and apply a range of skills and techniques effectively	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:

<p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively.</p>	<p>Goal- To perform skills and tactics to produce a good team performance</p> <p>Role- Performer in a sports team</p> <p>Audience- Competition in class</p> <p>Situation- Performing against classmates to determine a winner in a team sport</p> <p>Purpose- To gain a better understanding of how skills and tactics impact team performance.</p> <p>Standards and criteria-</p> <p>You will be assessed against all strands of criterion C (applying and performing)</p>	
<p>Approaches to learning (ATL)</p>		
<p>In order for students to arrange themselves strategically in a team working towards a common goal, pupils will be explicitly taught to work well with others and utilise the strengths of all team members.</p>		

Action: Teaching and learning through inquiry

<p>Learning objectives</p> <p><i>(weekly- year 7 will have 2 lessons per week to cover content)</i></p>	<p>Learning experiences and teaching strategies <i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, performance, practical, presentation, debate, research, spaced practice, independent</i></p>	<p>Formative assessment</p> <p><i>Peer assessment, self assessment, oral feedback, teacher marked</i></p>	<p>Differentiation and challenge</p>	<p>Resources</p>