



# YEAR 7 PE Summer TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Athletics, Cricket, Rounders



<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
<b>Skills/National Curriculum Links</b>	<p><b><u>Athletics- Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate running, jumping, and throwing skills for athletic events showing an improvement in performances.</li><li>• To explore variations in core techniques and use knowledge to become more technically proficient.</li><li>• To record and improve upon personal bests in relation to speed, height, and distance.</li></ul> <p><b><u>Cricket-Boys</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate and improve core skills in batting, bowling, and fielding with the intention of outwitting opponents.</li><li>• To develop an ability to strike the ball using deception in a competitive context.</li><li>• To develop confidence and a competence in body movements relating to striking and fielding games.</li><li>• To use a range of tactics and strategies to overcome opponents in direct competition</li><li>• To develop an understanding of the basic laws of cricket and extend knowledge of cricket rules and umpire's signals.</li></ul> <p><b><u>Rounders- Girls</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate and improve core skills in batting, bowling, and fielding with the intention of outwitting opponents.</li><li>• To develop an ability to strike the ball using deception in a competitive context.</li><li>• To develop confidence and a competence in body movements relating to striking and fielding games.</li><li>• To use a range of tactics and strategies to overcome opponents in direct competition</li><li>• To develop an understanding and extend knowledge of the rules of rounders and umpire's calls.</li></ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Learning to express yourself and respect other people's views.</p> <p><b>PSHE/British Values:</b> Understand the importance of sportsmanship and the British Values of tolerance and respect for others that are linked to sport. Highlight possible character-building opportunities through sport-based activities and discuss the need to stay healthy and active throughout life.</p> <p><b>Literacy:</b> Use of sport specific (subject specific tier 3) e.g., drive shot, long barrier, pull shot etc. terminology in relation to the activity and tier 2 terminology (general academic language) e.g., apply, identify, accuracy etc.</p> <p><b>Numeracy:</b> Numbers, keeping score of games, measuring and recording distances</p> <p><b>Skills Builder:</b> Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> Participating in physical activity allows learners to develop their leadership, communication, decision-making skills which students can take with them into the world of work. Teamwork would allow a learner to work in a team effectively in several situations.</p> <p><b>Careers/Employability:</b> Reference should be made to the options, roles, and potential careers in the sports industry. These might include sports coaching, teacher, journalism, management and business, injury, and rehabilitation. Learners will have the opportunity to experience different roles within sport, for example, performer, captain, coach and referee/umpire.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc.</p> <p><b>By resource:</b> resources used will appeal to the range of preferred learning styles of pupils, e.g., visual, auditory, or kinesthetic learners. Worksheets are clearly presented and accessible. Equipment and resources used appropriately differentiated e.g., ball size and type (tennis ball, soft rounders ball, hard rounders ball), changing distance, rackets in cricket and rounders (tennis racket, rounders bat, cricket bat)</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p>
<b>QFT/SEND Provision</b>	

	<p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p><b>Implementation Curriculum Delivery</b></p>	<p>To be able to:</p> <p><b><u>Athletics- Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• Perform the basic technique for an effective sprint race, including the correct posture, arm action and leg action.</li> <li>• Accurately replicate the basic technique for an effective paced race and understand the components of fitness involved in longer distance races.</li> <li>• Develop an understanding on the rules regarding take off and landing for the long jump and triple jump.</li> <li>• Accurately replicate the technique for an effective long jump and triple jump and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding throwing and ball landing during shot putt.</li> <li>• Accurately replicate the technique for an effective shot putt and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding the throw and landing of the javelin.</li> <li>• Accurately replicate an effective hurdling technique and record the time achieved.</li> <li>• Understand the need to make decisions about refinement of technique to maintain speed throughout.</li> </ul> <p><b><u>Cricket-Boys</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate a basic throwing and receiving technique and take part in conditioned games showing an understanding of basic tactics.</li> <li>• Develop an understanding of the laws of cricket and begin to think about outwitting opponents with the placement of the ball.</li> <li>• Use both underarm and overarm throws when fielding and applying the correct skill to the competitive situation.</li> <li>• Accurately replicate the long barrier technique and begin to outwit opponents with the use of batting skills.</li> <li>• Develop the ability to confidently score a Kwik cricket game.</li> <li>• Accurately replicate basic bowling technique and understand the laws about bowling delivers</li> <li>• Incorporate bowling, batting, and fielding into small, sided games of cricket.</li> <li>• Accurately replicate the basic batting grip and drive technique whilst understanding the importance of movement, timing, and preparation for an effective batting drive.</li> <li>• Develop an understanding and ability to adjust shot selection based on fielding positioning.</li> <li>• Develop an understanding of how to outwit an opponent using core cricket skills whilst applying them to game situations.</li> <li>• Develop an understanding of the tactics and strategies that can be used as a bowler and a batter in competitive situations.</li> </ul> <p><b><u>Rounders-Girls</u></b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the fundamentals of rounders including, fielding, bowling, and batting.</li> <li>• Accurately replicate a basic throwing and catching technique and apply this to competitive situations whilst understanding the basic tactics.</li> <li>• Use both underarm and overarm throws when fielding and applying the correct skill to the competitive situation.</li> <li>• Accurately replicate the long barrier technique and use this effectively in a game situation.</li> <li>• Accurately replicate the correct bowling technique and develop an understanding of the basic rules of bowling in rounders.</li> <li>• Develop an understanding of what makes a legal ball and penalty for persistent no balls.</li> <li>• Accurately replicate the correct batting technique whilst developing an understanding of the importance of ball placement in relation to the fielders.</li> <li>• Refine basic tactical ideas depending on successful outcomes.</li> <li>• Develop an understanding of the fielders' roles and base responsibilities</li> <li>• Develop an understanding of how to outwit an opponent using a combination of core rounders skills whilst applying them to competitive situations.</li> </ul>
<p><b>Learning Outcomes (Knowledge)</b></p>	

	<ul style="list-style-type: none"> <li>Develop an understanding of the tactics and strategies that can be used as a bowler and a batter in competitive situations.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.