



YEAR 7 PE Spring TERM



'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Fitness, Rugby, Handball, Table tennis

Curriculum Intent	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><u>Fitness- Boys and Girls</u></p> <ul style="list-style-type: none">• To learn and accurately replicate specific techniques in a range of fitness-based activities.• To investigate the bodies' ability to exercise and the reasoning behind such principles.• To develop a basic understanding of the way the body responds to exercise.• To gain an understanding of warmups, cool downs, and health related exercise through physical tasks. <p><u>Rugby- Boys</u></p> <ul style="list-style-type: none">• To build on the fundamental skills required in rugby to perform at maximum levels in small, sided games.• To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent.• To develop the use of basic principles relating to attack and defense in rugby.• To explore simple tactics and strategies to outwit the opposition.• To develop physical literacy and body movement competence throughout. <p><u>Table tennis- Girls</u></p> <ul style="list-style-type: none">• To develop the replication of the core skills necessary to outwit opponents with increasing pressure.• To develop the fundamental principles of play when replicating core shots with control and fluency including serves, forehand and backhand (topspin and slice), short and deep shots.• To develop the basic principles of attack and defense and aim to get the ball to land in a target area so that the opponent cannot return it.• To begin to accurately score and officiate games using the correct terminology throughout. <p><u>Handball-Boys and Girls</u></p> <ul style="list-style-type: none">• To build on the fundamental skills required in handball to perform at maximum levels in small, sided games.• To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tackling, and beating an opponent• To develop the use of basic principles relating to attack and defense in handball.• To explore simple tactics and strategies to outwit the opposition.• To develop physical literacy and body movement competence throughout.
Cross Curricular Links	<p>SMSC: Learning to express yourself and respect other people's views.</p> <p>PSHE/British Values: 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>Literacy: Use of sport specific (subject specific tier 3) e.g., dodging, forehand with topspin, agility etc.. terminology in relation to the activity and tier 2 terminology (general academic language) e.g., apply, identify, accuracy etc.</p> <p>Numeracy: Numbers, keeping score of games, counting and recording repetitions.</p> <p>Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
Becoming future ready	<p>Personal Skills: Participating in physical activity allows learners to develop their leadership, communication, and 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>Careers/Employability: 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>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<p>QFT/SEND Provision</p>	<p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc..</p> <p>By resource: 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, changing distance, weights, goal size.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <p><u>Fitness-Boys and Girls</u></p> <ul style="list-style-type: none"> • Measuring resting heart rate and understand the importance of cardio-vascular fitness. • Accurately replicate the basic technique at each station during a circuit training session. • Understand how to make a circuit harder and the components of fitness involved in performance. • Accurately replicate a sustained running technique for 12 minutes (Copper test) • Understand the relationship between heart rate recovery and fitness level • Accurately replicate skill related fitness tests and understand the relationship between test scores and strengths as a performer. <p><u>Rugby- Boys</u></p> <ul style="list-style-type: none"> • Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents. • Develop knowledge and understanding of the basic rules of rugby. • Replicate the basic passing and receiving skills with the intention of outwitting opponents. • Understand the importance of width to attack • Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent • Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles. • Outwit opponents using learnt skills and techniques. <p><u>Table Tennis- Girls</u></p> <ul style="list-style-type: none"> • Demonstrate and use the correct grip and understand the ready position. • Accurately replicate a basic backhand push shot • Understand the basic scoring and rules of doubles game play. • Develop an understanding on how to outwit opponents using a forehand drive with topspin • Perform and replicate a legal table tennis serve with control and accuracy. • Understand the importance of movement and preparation for an effective forehand shot. • Understand the double tactics and movement patterns basing on opponents positioning • Develop an understanding of how to outwit opponents using a combination of skills. • Accurately replicate a variety of shots in small, sided games whilst implementing basic strategies and tactics. • Accurately score and officiate games using the correct terminology throughout. <p><u>Handball- Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games. • Perform the basic dribbling technique with control and use this to outwit opponents. • Develop an understanding on how to outwit opponents using learnt skills and techniques • Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning. • Understand the need to make decisions about choice of technique and refining ideas when unsuccessful. • Accurately perform basic defensive skills i.e., tackling. • Develop an understanding on when to defend and how to stop opponents from advancing.
<p>Learning Outcomes (Knowledge)</p>	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<p>Current learning to be developed in the future within:</p>	<p>Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.</p>

Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.