YEAR 8 Spring TERM

'An ambitious curriculum that meets the needs of all'
Medium Term Planning - Topic: Fitness, Rugby, Handball, Table tennis

Curriculum Intent	In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	**Fitness- Boys and Girls** • To experience specific fitness-based skills in a range of different contexts. • To further develop an ability to evaluate and assess core techniques to produce refined outcomes. • To investigate ways of warming up and understand the importance of health through completion of physical tasks. • To gain an understanding of warmups, cool downs, and health related exercise through physical tasks. • To gain an understanding of the way the body responses to exercise, linked to GCSE PE i.e., oxygen debt, components of fitness, training methods, anatomy of the heart. **Rugby- Boys** • To further develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent through conditioned situations • To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents. • To develop team attacking and defending strategies in a competitive context. • To develop an improved knowledge of small, sided competitive games and rules that underpin them. **Table tennis- Girls** • To develop consistency in the replication of core skills through conditioned situations. • To develop the fundamental principles of play when replicating core shots with control and fluency including serves, forehand and backhand (topspin, slice, and side spin) in game play and conditioned situations. • To further develop the ability to land the ball in a target area with control and refine game tactics with the intention of outwitting an opponent. • To develop confidence in movement and demonstrate the ability to score and officiate games. **Handball-Boys and Girls** • To further develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tacking, and beating an opponent • To develop team attacking and defending strategies and techniques. • To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents.
Cross Curricular Links	**SMSC:** Learning to express yourself and respect other people's views. **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. **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. **Numeracy:** Numbers, keeping score of games, counting, and recording repetitions. **Skills Builder:** Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.
Becoming future ready	**Personal Skills:** 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. **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.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc. **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. **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **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. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery **Learning Outcomes (Knowledge)**	To be able to: **Fitness-Boys and Girls** - Accurately replicate the general fitness techniques at each station during a circuit training session. - Gain an understanding of how to make a circuit harder and the components of fitness involved in performance. - Accurately replicate tests for health-related fitness and record levels achieved - Develop an understanding on the relationship between tests scores and strengths as a performer. - Accurately replicate the football-based techniques at each station and appreciate the need for a specific circuit and how it can be adapted to suit individual needs. - Accurately replicate a sustained running technique for 12 minutes (Copper test) - Understand the relationship between heart rate recovery and fitness level - Accurately replicate interval training techniques and understand how this training method is used by elite athletes - Develop an understanding of the body's response to exercise and be able to calculate resting, working and recovery heart rates. **Rugby- Boys** - Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents. - Confidently describe the rules of rugby and office parts of a game. - Understand and replicate the scissors and miss pass and how to receive it. - Create and develop varying strategic ways of getting passed defenders and apply these skills to small, sided competitive situations. - Develop knowledge and understanding of the correct tackling technique and to execute this corrected on advancing opposition. - Develop an understanding of the safety aspects of rugby tackles and understand the rules regarding tackling within a competitive situation. - Develop knowledge and understanding of strategic play used to outwit opponents. - Develop the ability to change and refine tactics based on the analysis of certain plays and opposition. - Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. **Table Tennis- Girls** - Demonstrate and use the correct grip and understand the ready position. - Accurately replicate a basic backhand push shot consistently. - Develop an understand the scoring and rules of doubles game play. - Develop an understanding of the effect of topspin on the balls flight and the importance of movement and ball placement to win points. - Develop an understanding on how to outwit opponents using a forehand topspin - Accurately replicate a backhand topspin shot - Develop an understand the importance of movement and preparation for an effective backhand shot. - Perform and replicate a legal table tennis serve with control and accuracy. - Develop the skill of anticipation and encourage quick decision making during a game. - Develop knowledge and understanding of outwitting strategies in both doubles and singles game play. - Develop knowledge and understanding of how to outwit an opponent using a combination of shots. - Accurately demonstrate a variety of tactics based on the movement of others.

	Handball- Boys and Girls • Accurately perform a pass using the outside of the hand and understand the importance of receiving correctly. • Perform and accurately replicate different types of dribbling with control, speed, and fluency. • Demonstrate the ability to outwit opponents with the combination of turns and dribbling and apply these to small, sided games. • Develop an understanding on how to outwit opponents using learnt skills and techniques at speed. • Develop an understanding on how to execute a successful short on goal • Develop knowledge and understanding of how to execute a successful shot on goal i.e., across goal and appreciate how to adjust shot selection based on opponents positioning. • Accurately perform and develop defensive strategies i.e., tackling, jockeying, forcing onto weaker hand. • Develop an understanding on how to defend and how to stop opponents from advancing. • Demonstrate the ability to outwit an opponent in game situation using the appropriate skills and techniques. Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Pupils will build upon the skills developed when these sports are revisited in Year 9 where they develop more advanced techniques and demonstrate an understanding of the tactics and strategies with full competitive situations. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.