



# YEAR 8 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 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
<b>Skills/National Curriculum Links</b>	<p><b>Athletics- Boys and Girls</b></p> <ul style="list-style-type: none"><li>To use knowledge of athletic events, strategies, and core techniques to develop skill replication and performance</li><li>To develop an understanding of fitness and its relationship to performance.</li><li>To improve core skills and personal bests in relation to speed, height, distance, and accuracy.</li><li>To develop confidence in movement and challenge</li></ul> <p><b>Cricket-Boys</b></p> <ul style="list-style-type: none"><li>To provide opportunities to accurately replicate and further develop/ refine techniques for batting, bowling, and fielding.</li><li>To further develop the fundamental principles of play when replicating core skills and movement needed including batting, bowling, and fielding.</li><li>To develop the ability to place the ball in a target area and improve game strategies with the intention of outwitting an opponent</li><li>To build student confidence in movement and test mental capacity through scoring and officiating games.</li></ul> <p><b>Rounders- Girls</b></p> <ul style="list-style-type: none"><li>To provide opportunities to accurately replicate and further develop/refine techniques for batting, bowling, and fielding.</li><li>To develop an ability to place the ball in a target area and improve game tactics with the intention of outwitting an opponent.</li><li>To build student confidence in movement and understand scoring and officiating systems.</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> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>QFT/SEND Provision</b>	<p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>

<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p><b><u>Athletics- Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• <b>Accurately replicate the sprinting technique.</b></li> <li>• Develop knowledge and understanding on how to adjust body movement to create more drive, speed and power and the components of fitness involved in short distance events, middle distance events and field events.</li> <li>• <b>Accurately replicate the basic technique for an effective 800m race and understand the importance of pace for an effective race.</b></li> <li>• Accurately replicate the technique for an effective high jump and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding takeoff and landing for a legal jump.</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 javelin technique and record the time achieved.</li> <li>• <b>Accurately replicate an effective sprinting technique and demonstrate knowledge of change over skills.</b></li> <li>• Develop an ability to make decisions about pupils' strengths and placement in the relay teams.</li> </ul> <p><b><u>Cricket-Boys</u></b></p> <ul style="list-style-type: none"> <li>• Accurately perform a range of fielding techniques depending on the competitive situation.</li> <li>• Make accurate decisions about outwitting opponents with the placement of the ball.</li> <li>• <b>Further develop a deeper understanding of the laws and terminology of cricket.</b></li> <li>• Develop the basic stance and correct technique when performing the drive shot whilst understanding the importance of movement, timing, and preparation for an effective batting drive.</li> <li>• Accurately replicate the correct pull shot technique when batting and apply this to competitive situations.</li> <li>• <b>Incorporate bowling, batting, and fielding into small, sided games of cricket.</b></li> <li>• <b>Develop further the ability to adjust shot direction to outwit fielders.</b></li> <li>• Accurately replicate full over arm bowling technique whilst incorporating a small run up.</li> <li>• Develop an understanding of the rules and infringement related to bowling deliveries.</li> <li>• <b>Develop the use of tactic and strategies to outwit batsmen and fielders and apply these skills to full competitive situations.</b></li> </ul> <p><b><u>Rounders-Girls</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate the long barrier technique and apply this effectively to a game situation.</li> <li>• Develop creative thinking and outwitting opponents with the placement of the ball and apply this effectively to competitive situations.</li> <li>• <b>Accurately replicate a legal bowling technique</b> and incorporate spin and disguise to outwit the batter.</li> <li>• <b>Further develop knowledge and understanding on what makes a legal ball and penalty for three no balls.</b></li> <li>• <b>Incorporate bowling, batting, fielding into a full game of rounders.</b></li> <li>• <b>Accurately replicate the correct batting technique and develop the ability to hit the ball into space in relation to fielders.</b></li> <li>• Analyses individual strengths and make tactics changes to the batting order/field positions as a result.</li> <li>• <b>Explore rounders positions and the relevant roles</b> at each point and develop knowledge of backstop to 1<sup>st</sup> base tactics.</li> <li>• Accurately perform and replicate a combination of skills to outwit opponents in a game situation.</li> <li>• <b>Demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling, and fielding techniques.</b></li> </ul>
<b>Learning Outcomes (Knowledge)</b>	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>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.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>