



# YEAR 9 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 8, 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 develop advanced skills necessary to compete and achieve in all athletic events including throwing, jumping, and running disciplines.</li><li>To allow students to accurately replicate techniques across a range of athletic disciplines.</li><li>To develop a detailed understanding of fitness and its effect on performance.</li><li>To allow planning and preparation prior to competing in a range of athletic events.</li><li>To develop an understanding of the immediate effects of exercise and fatigue factors.</li></ul> <p><b>Cricket-Boys</b></p> <ul style="list-style-type: none"><li>To further develop the fundamental principles of play when replicating core skills and movement needed including batting, bowling, and fielding.</li><li>To demonstrate consistency, timing, and fluency in the execution of core skills for batting, bowling, and fielding.</li><li>To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play.</li><li>To develop student independence and demonstrate an ability to score and officiate small, sided games.</li></ul> <p><b>Rounders- Girls</b></p> <ul style="list-style-type: none"><li>To further develop the fundamental principles of play when replicating core skills and movement needed including batting, bowling, and fielding.</li><li>To demonstrate consistency, timing, and fluency in the execution of core skills for batting, bowling, and fielding.</li><li>To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play.</li><li>To develop student independence and demonstrate an ability to score and officiate small, sided games.</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>
<b>QFT/SEND Provision</b>	

	<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> <p>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>Athletics- Boys and Girls</b></p> <ul style="list-style-type: none"> <li>• <b>Accurately replicate sprinting technique</b> adjusting small elements to improve overall performance.</li> <li>• Accurately use and replicate the sprint start technique to create power and speed.</li> <li>• <b>Accurately replicate and maintain an effective running technique for 800m and understand how to pace a race.</b></li> <li>• <b>Accurately replicate the technique for an effective triple jump and record the distance achieved.</b></li> <li>• Develop an understanding on the rules regarding takeoff and landing for a legal jump and the components of fitness involved in jumping.</li> <li>• <b>Accurately replicate the technique for an effective shot putt</b> and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding the throw and landing of the shot putt, and the main phases that forms the correct technique.</li> <li>• <b>Accurately replicate an effective javelin technique and record the distance achieved.</b></li> <li>• Accurately replicate an effective high jump technique whilst understanding the rules regarding take off.</li> </ul>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b>Cricket-Boys</b></p> <ul style="list-style-type: none"> <li>• <b>Accurately make decisions about outwitting opponents as batsmen or fielders.</b></li> <li>• <b>Accurately replicate a full range of fielding techniques in response to a competitive environment.</b></li> <li>• Accurately perform a batting defensive shot and understand when it might be necessary to use this in a game situation.</li> <li>• Accurately replicate the correct cut technique when batting and use this within a competitive game in response to the type of delivery bowled.</li> <li>• Incorporate disguise into bowling techniques with the addition of spin or pace.</li> <li>• Develop an understanding of how spin is created and the effect this will have on the balls bounce.</li> <li>• Develop an understanding of how run up speed will impact the bowling power and swing on delivery.</li> <li>• Demonstrate knowledge and understanding of the wicket keeper's role and execute the basic stance and catching technique.</li> <li>• Accurately replicate a combination of skills to outwit opponents in match situations.</li> <li>• <b>Develop knowledge and understanding of fielding positions and the correct terminology.</b></li> <li>• Develop knowledge of movement and timing needed to produce an effective batting execution.</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>Rounders-Girls</b></p> <ul style="list-style-type: none"> <li>• <b>Accurately replicate fielding skills and use effectively in a game situation.</b></li> <li>• Develop communication skills, and teamwork through rounders game play.</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 whilst adding disguise and power into the action.</b></li> <li>• <b>Incorporate bowling, batting, fielding into a full game of rounders.</b></li> <li>• <b>Accurately replicate and develop the correct batting technique incorporating power and placement into the action.</b></li> <li>• Develop strategic concepts when batting.</li> <li>• <b>Develop knowledge and understanding of fielding roles at each point.</b></li> <li>• Make decisions about field positioning in response to batter analyses</li> <li>• Demonstrate a confident understanding of umpire calls/rules and batting/bowling infringements.</li> <li>• Accurately perform and replicate a combination of skills to implement tactics and outwit opponents in a game situation.</li> <li>• Make effective evaluations of strengths and weaknesses of pupil's performance</li> <li>• Demonstrate a variety of tactics based on the opposition.</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>

	Red denotes interleaving; aspects of knowledge covered previously.
<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 10. Pupils will be able to use the skills developed in these sports in the future lessons
<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.