



# YEAR 9 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Netball, Football, Table tennis and Fitness



<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><u>Netball- Girls</u></b></p> <ul style="list-style-type: none"><li>To further develop the fundamental principles of play when selecting and applying core skills including passing, receiving, pivoting, intercepting, dodging, and shooting.</li><li>To focus on developing, implementing, and refining team and individual game plans to outwit opponents</li><li>To use core skills, replicate them in different competitive situations to achieve an outcome.</li><li>To demonstrate full understanding of games rules, play a select position and physically exert themselves throughout.</li></ul> <p><b><u>Football- Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>To further develop the fundamental principles of play using and replicating core skills and movement including passing, shooting, control, and movement off the ball.</li><li>To focus on developing, implementing, and refining team and individual game plans to outwit opponents</li><li>To use core skills, replicate them in different competitive situations and refine unsuccessful outcomes.</li><li>To understand games rules, play several roles and physically exert themselves throughout.</li></ul> <p><b><u>Table tennis- Boys</u></b></p> <ul style="list-style-type: none"><li>To further develop the fundamental principles of play when selecting and applying core skills including forehand, backhand, topspin, slice, side spin and serves.</li><li>To develop more advanced techniques and implement and refine game tactics to outwit opponents.</li><li>To confidently demonstrate the essential elements of attack and defense in competitive situations.</li><li>To understand the games rules and accurately score/officiate unassisted.</li><li>To replicate skills consistently and physically exert themselves.</li></ul> <p><b><u>Fitness- Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>To learn and accurately replicate specific techniques in a range of fitness-based activities.</li><li>To investigate the bodies' ability to exercise and the reasoning behind such principles.</li><li>To develop a basic understanding of the way the body responds to exercise.</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., 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><b>Numeracy:</b> Numbers, keeping score of games</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>QFT/SEND Provision</b></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, changing distance, goal size.</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> <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>Netball- Girls</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of netball rules.</li> <li>• Accurately demonstrate an ability to execute a variety of passes at speed and with control whilst performing these in small, sided games.</li> <li>• Accurately make decisions about sending and receiving the ball into a space and positioning to receive a pass.</li> <li>• Accurately demonstrate the ability to outwit opponents using a variety of techniques and passes with accuracy and timing.</li> <li>• Develop and refine strategic and tactical play and adapt ideas based on successful outcomes.</li> <li>• Demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies.</li> <li>• Accurately perform skills in small, sided game situations making decisions about how best to advance on the opposition.</li> <li>• Accurately replicate effective marking techniques and intercept any passes.</li> <li>• Accurately demonstrate the ability to successfully outwit opposition when applying defensive principles and when devising game plans.</li> <li>• Select advanced tactics to outwit opposition, evaluate tactical outcomes and consider how to improve performance.</li> <li>• Develop knowledge and understanding on how to adapt game plans in response to the opposition and the state of the game.</li> <li>• Accurately demonstrate the ability to outwit an opponent in a competitive situation using the appropriate skills and techniques.</li> </ul>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b>Football- Boys and Girls</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of variations in passing and where different types of passes should be used.</li> <li>• Develop the ability to use different parts of the body to control the ball</li> <li>• Develop knowledge and understanding of how to head the ball correctly and safely and perform the different types of heading in different situations e.g., defensive and attacking.</li> <li>• Accurately replicate a variety of shooting techniques on goal.</li> <li>• Develop an appreciation on how to adjust shot selection based on opponents positioning.</li> <li>• Develop an ability to outwit an opponent using dummies and fakes at speed.</li> <li>• Develop an understanding on the importance of width and playing into space to attack</li> <li>• Develop knowledge and understanding of how to stop attack effectively.</li> <li>• Accurately perform the different types of defensive techniques in different situations.</li> <li>• Develop understanding and appreciation for the need to make decisions about choice of defensive strategy.</li> <li>• Develop creativity in developing new strategies for set plays in attack and defense.</li> <li>• Incorporate corner kicks, goal kicks, defending and attacking strategies in competitive games.</li> </ul> <p><b>Table Tennis- Boys</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and use the correct grip and understand the ready position.</li> <li>• Accurately replicate a basic backhand push shot consistently.</li> <li>• Develop an understand the scoring and rules of doubles game play.</li> <li>• Accurately develop the skill of outwitting an opponent using different types of serves.</li> <li>• Accurately replicate a variety of shots in small, sided competitive games implementing strategies and tactics.</li> <li>• Develop the ability to outwit an opponent using a forehand drive with topspin and describe the effects that topspin has on the balls flight.</li> <li>• Develop an understand the importance of movement and preparation for an effective backhand shot.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop the ability to analyse opponents' weaknesses and devise ways to exploit them using backhand shot.</li> <li>• Develop an understanding on the use of spin and shot selection and refine tactics based on opponents' weaknesses.</li> </ul> <p><b><u>Fitness-Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate a sustained running technique in cross country</li> <li>• Understand the relationship between heart rate recovery and fitness level</li> <li>• Develop an understanding on why pacing is important in long running events.</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 10. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.
<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.