



# YEAR 9 Spring TERM

'An ambitious curriculum that meets the needs of all'

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



<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>Fitness- Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>• To further develop the skills necessary to compete in several fitness-based events</li><li>• To further specific fitness-based skills in a range of different contexts.</li><li>• To evaluate and refine movements to produce more effective performance.</li><li>• To understand the broad range of training methods and different outcomes.</li><li>• To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.</li></ul> <p><b><u>Rugby- Boys</u></b></p> <ul style="list-style-type: none"><li>• To further develop the fundamental principles of play when selecting and applying tactics for defending and attacking including passing, receiving, tackling, and beating an opponent through conditioned situations</li><li>• To use core skills and implement them in different competitive situations to achieve an outcome.</li><li>• To focus on developing, implementing, and refining team and individual game plans to outwit opponents.</li><li>• To understand games rules, play several roles and physically exert themselves throughout.</li></ul> <p><b><u>Table tennis- 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 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>Handball-Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>• To further develop the fundamental principles of play when selecting and applying tactics for defending and attacking including passing, receiving, dribbling, tacking, and beating an opponent</li><li>• To focus on developing, implementing, and refining team and individual game plans to outwit opponents.</li><li>• To plan strategies and implement them in different situations in a Handball game.</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, counting, and recording repetitions.</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, weights, 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><u>Fitness-Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate interval training techniques and gain an understanding of how these methods are used by elite athletes.</li> <li>• Develop an understanding of the body's response to exercise and be able to calculate resting, working and recovery heart rates.</li> <li>• Accurately replicate fartlek training techniques and gain an understanding of how these methods are used by elite athletes and the benefits of this.</li> <li>• Accurately replicate tests for health/skill related fitness and develop an understanding on the relationship between tests scores and strengths as a performer.</li> <li>• Accurately replicate the netball-based techniques at each station during a circuit training session.</li> <li>• Develop an appreciation of the need for a circuit to be specific and how it can be adapted to suit individual needs.</li> <li>• Demonstrate accurate replication of circuit techniques at each station.</li> <li>• Develop an understanding of the components of fitness involved in circuit performance and how it can be made harder.</li> </ul>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b><u>Rugby- Boys</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate prior learnt types of passes and be able to perform these in game situations to retain ball possession and outwit the opposition.</li> <li>• Describe the difference in rules of rugby union and league.</li> <li>• Develop knowledge and understanding of strategic play used to outwit opponents.</li> <li>• Develop and refine tactics based on the analysis of opponents.</li> <li>• Develop knowledge and understanding of how to perform a ruck the roles of support players</li> <li>• Accurately replicate the correct tackling and rucking technique and develop an understanding of the safety aspects and rules of tacking and offside.</li> <li>• Develop the ability to perform a small line out with the correct technique.</li> <li>• Develop an understanding of how a line out is formed and the necessary positions.</li> <li>• Develop knowledge and understanding of how to form a small 3-man scrum and when a scrum is used.</li> <li>• Accurately integrate scrummage skills into small, sided game after an infringement.</li> <li>• Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</li> <li>• Accurately replicate actions and tactical sequences whilst demonstrating knowledge and understanding of the rules of rugby.</li> </ul> <p><b><u>Table Tennis- Girls</u></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> <li>• Develop the ability to analyses opponents' weaknesses and devise ways to exploit them using backhand shot.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop an understanding on the use of spin and shot selection and refine tactics based on opponents' weaknesses.</li> </ul> <p><b>Handball- Boys and Girls</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the benefits of passing and where different types of passes should be used i.e., over defense line.</li> <li>• Demonstrate the ability to use a variety of passes to successfully outwit an opponent and apply these to small, sided games.</li> <li>• Perform and accurately replicate different types of dribbling with control, speed, and fluency in pressured situations.</li> <li>• Develop an ability to outwit opponents with the combination of advanced turns and dribbles, making decisions about how best to advance on the opposition.</li> <li>• Accurately execute a variety of shooting techniques on goal i.e., low drive, chip, volley.</li> <li>• Develop knowledge and understanding of how to execute a successful shot on goal whilst appreciating how to adjust shot selection based on opponents positioning.</li> <li>• Develop an understanding of how to stop attack effectively.</li> <li>• Accurately execute different types of defensive techniques in varying situations i.e., jockeying, goal side, closing.</li> <li>• Accurately perform crosses using varying height, speed, and positioning.</li> <li>• Develop creativity in developing new strategies in attack and defense and understanding techniques used to stop opponents outwitting them i.e., goal side, man to man tactics.</li> <li>• Demonstrate the ability to outwit an opponent in a competitive game situation using the appropriate skills and techniques.</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 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.