



YEAR 7 PE Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Netball, Football, Rugby, Dance, OAA, Badminton, Handball.



Curriculum Intent	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Netball- Girls</p> <ul style="list-style-type: none">To build on the fundamental skills required in netball to perform at maximum levels in small, sided games.To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, pivoting, outwitting defenders, shooting, intercepting and movement patterns.To develop the basic principles of principles of attack and defense in netball.To be able to use simple tactics and strategies to outwit an opponent.To demonstrate confidence and competence in replication of movement.To develop an understanding of the basic rules and positions during a game situation and extend knowledge of netball rules and umpire's instructions. <p>Football- Boys and Girls</p> <ul style="list-style-type: none">To build on the fundamental skills required in netball to perform at maximum levels in small, sided games.To develop the fundamental principles of play when replicating core skills and movement including passing, shooting, control, dribbling, heading, and tacklingTo develop the basic principles of principles of attack and football.To develop the ability to use simple tactics and strategies to outwit the opposition.To develop an understanding of the basic rules and roles during a game situation in football.t terminology throughout. <p>Rugby- Boys</p> <ul style="list-style-type: none">To build on the fundamental skills required in rugby to perform at maximum levels in small, sided games.To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent.To develop the use of basic principles relating to attack and defense in rugby.To explore simple tactics and strategies to outwit the opposition.To develop physical literacy and body movement competence throughout. <p>Dance- Boys</p> <ul style="list-style-type: none">To be able to perform basic jumps, spins and movements in dance.To be able to build a routine with creativity and fluency. <p>Handball- Girls</p> <ul style="list-style-type: none">To build on the fundamental skills required in handball to perform at maximum levels in small, sided games.To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tackling, and beating an opponentTo develop the use of basic principles relating to attack and defense in handball.To explore simple tactics and strategies to outwit the opposition.To develop physical literacy and body movement competence throughout. <p>Badminton- Boys and Girls</p> <ul style="list-style-type: none">To be able to build on the basic principles of attack and defense for badminton.To develop the replication of the core skills necessary to outwit opponents with increasing pressure.To develop components of fitness which are transferrable to other activities.To score and umpire badminton games. <p>OAA- Boys and Girls</p> <ul style="list-style-type: none">To accurately replicate a serving technique.To be able to outwit an opponent in a game situation using the appropriate skills and techniques.
Skills/National Curriculum Links	
Cross Curricular Links	<p>SMSC: Learning to express yourself and respect other people's views.</p> <p>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.</p>

	<p>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.</p> <p>Numeracy: Numbers, keeping score of games</p> <p>Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
Becoming future ready	<p>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.</p> <p>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.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations ect.</p> <p>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, goal size.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>Netball- Girls</p> <ul style="list-style-type: none"> • Understand the concept of space • Create space and movement patterns by changing direction or changing pace whilst applying the footwork rule. • Understand the importance of 'getting free' in order to attack. • Demonstrate the ability to outwit opponents and apply to game situations using the appropriate skills and techniques. • Develop knowledge and understanding of where on the court shooting can take place. • Replicate the technique for the correct shooting action • Move accurately into a space to receive a well-timed pass. • Explore ideas, concepts of attacking play when in space and in possession of the ball. • Demonstrate the ability to mark players without the ball to deny them attacking space. • Develop an understanding of netball rules, positions, and associated court areas. • Identify the distinct roles of each playing position and the areas permitted. <p>Football- Boys and Girls</p> <ul style="list-style-type: none"> • Replicate the basic dribbling movements with control and use these techniques to outwit opponents. • Replicate passes in a space with changing environments • Accurately replicate the core skills of passing and receiving • Demonstrate the ability to outwit opponents with a variety of passes in a competitive small, sided game. • Demonstrate a controlled shooting motion on a goal and develop an understanding of how to adjust shot selection. • Develop an understanding of how to outwit an opponent using core football skills whilst applying them to game situations. • Perform basic defensive skills to stop opponents from advancing. • Demonstrate an ability to outwit an opponent in a game situation using the appropriate skills and techniques. • Identify strengths and weaknesses when playing small, sided games and adapt strategies where necessary. <p>Handball- Girls</p> <ul style="list-style-type: none"> • Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games. • Perform the basic dribbling technique with control and use this to outwit opponents. • Develop an understanding on how to outwit opponents using learnt skills and techniques
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> • Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning. • Understand the need to make decisions about choice of technique and refining ideas when unsuccessful. • Accurately perform basic defensive skills i.e., tackling. • Develop an understanding on when to defend and how to stop opponents from advancing. <p><u>Badminton- Boys and girls</u></p> <ul style="list-style-type: none"> • Demonstrate and use the correct grip • Understanding the lines on a badminton court • Perform the underarm clear with control and coordination and use this to outwit an opponent • Perform the overhead clear and drop shot with control and fluency and use this to outwit an opponent. • Understand the importance of movement on the court • Accurately replicate a serving technique. • Outwit an opponent in a game situation using the appropriate skills and techniques. <p><u>Rugby- Boys</u></p> <ul style="list-style-type: none"> • Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents. • Develop knowledge and understanding of the basic rules of rugby. • Replicate the basic passing and receiving skills with the intention of outwitting opponents. • Understand the importance of width to attack • Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent • Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles. • Outwit opponents using learnt skills and techniques. <p><u>OAA- Boys and girls</u></p> <ul style="list-style-type: none"> • Accurately replicate a sustained running technique in cross country • Understand the relationship between heart rate recovery and fitness level • Develop an understanding on why pacing is important in long running events. <p><u>Dance- Boys</u></p> <ul style="list-style-type: none"> • To be able to perform basic jumps, spins and movements in dance. • To be able to build a routine with creativity and fluency. <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency. 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.



YEAR 7 PE Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Fitness, Rugby, Dance, Badminton, Football, Handball, Basketball

Curriculum Intent

In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:

Fitness- Boys and Girls

- To learn and accurately replicate specific techniques in a range of fitness-based activities.
- To investigate the bodies' ability to exercise and the reasoning behind such principles.
- To develop a basic understanding of the way the body responds to exercise.
- To gain an understanding of warmups, cool downs, and health related exercise through physical tasks.

Rugby- Boys and Girls

- To build on the fundamental skills required in rugby to perform at maximum levels in small, sided games.
- To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent.
- To develop the use of basic principles relating to attack and defense in rugby.
- To explore simple tactics and strategies to outwit the opposition.
- To develop physical literacy and body movement competence throughout.

Handball-Boys and Girls

- To build on the fundamental skills required in handball to perform at maximum levels in small, sided games.
- To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tackling, and beating an opponent
- To develop the use of basic principles relating to attack and defense in handball.
- To explore simple tactics and strategies to outwit the opposition.
- To develop physical literacy and body movement competence throughout.

Football- Girls

- To build on the fundamental skills required in football to perform at maximum levels in small, sided games.
- To develop the fundamental principles of play when replicating core skills and movement including passing, shooting, control, dribbling, heading, and tackling
- To develop the basic principles of principles of attack in football.
- To develop the ability to use simple tactics and strategies to outwit the opposition.
- To develop an understanding of the basic rules and roles during a game situation in football.

Basketball- Boys

- To build on the fundamental skills required in basketball to perform at maximum levels in small, sided games.
- To develop the fundamental principles of play when replicating core skills and movement including passing, shooting, control, dribbling, defending
- To develop the basic principles of principles of attack in basketball.
- To develop the ability to use simple tactics and strategies to outwit the opposition.
- To develop an understanding of the basic rules and roles during a game situation in basketball.

Badminton- Boys

- To be able to build on the basic principles of attack and defense for badminton.
- To develop the replication of the core skills necessary to outwit opponents with increasing pressure.
- To develop components of fitness which are transferrable to other activities.
- To score and umpire badminton games.

Dance- Boys and Girls

- To be able to perform basic jumps, spins and movements in dance.
- To be able to build a routine with creativity and fluency.

Skills/National Curriculum Links

Cross Curricular Links	<p>SMSC: Learning to express yourself and respect other people's views.</p> <p>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.</p> <p>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.</p> <p>Numeracy: Numbers, keeping score of games, counting and recording repetitions.</p> <p>Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
Becoming future ready	<p>Personal Skills: Participating in physical activity allows learners to develop their leadership, communication, and 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>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.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc..</p> <p>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.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<p><u>Fitness-Boys and Girls</u></p> <ul style="list-style-type: none"> Measuring resting heart rate and understand the importance of cardio-vascular fitness. Accurately replicate the basic technique at each station during a circuit training session. Understand how to make a circuit harder and the components of fitness involved in performance. Accurately replicate a sustained running technique for 12 minutes (Copper test) Understand the relationship between heart rate recovery and fitness level Accurately replicate skill related fitness tests and understand the relationship between test scores and strengths as a performer. <p><u>Rugby- Boys and Girls</u></p> <ul style="list-style-type: none"> Perform fundamental rugby handling skills and apply these in small, sided game to maintain ball possession and outwit opponents. Develop knowledge and understanding of the basic rules of rugby.

- Replicate the basic passing and receiving skills with the intention of outwitting opponents.
- Understand the importance of width to attack
- Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent
- Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles.
- Outwit opponents using learnt skills and techniques.

Handball- Boys and Girls

- Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games.
- Perform the basic dribbling technique with control and use this to outwit opponents.
- Develop an understanding on how to outwit opponents using learnt skills and techniques
- Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning.
- Understand the need to make decisions about choice of technique and refining ideas when unsuccessful.
- Accurately perform basic defensive skills i.e., tackling.
- Develop an understanding on when to defend and how to stop opponents from advancing.

Football- Girls

- Replicate the basic dribbling movements with control and use these techniques to outwit opponents.
- Replicate passes in a space with changing environments
- Accurately replicate the core skills of passing and receiving
- Demonstrate the ability to outwit opponents with a variety of passes in a competitive small, sided game.
- Demonstrate a controlled shooting motion on a goal and develop an understanding of how to adjust shot selection.
- Develop an understanding of how to outwit an opponent using core football skills whilst applying them to game situations.
- Perform basic defensive skills to stop opponents from advancing.
- Demonstrate an ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Identify strengths and weaknesses when playing small, sided games and adapt strategies where necessary.

Basketball- Boys

- Replicate the basic ball handling skills
- Accurately replicate the core skills of passing and receiving
- Accurately replicate the core skill of dribbling and perform this in small, sided games
- Demonstrate a controlled shooting motion on a goal and develop an understanding of how to adjust shot selection.
- Develop an understanding of how to outwit an opponent using core basketball skills whilst applying them to game situations.
- Perform basic defensive skills to stop opponents from advancing.
- Demonstrate an ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Identify strengths and weaknesses when playing small, sided games and adapt strategies where necessary.

Badminton- Boys

- Demonstrate and use the correct grip
- Understanding the lines on a badminton court
- Perform the underarm clear with control and coordination and use this to outwit an opponent
- Perform the overhead clear and drop shot with control and fluency and use this to outwit an opponent.
- Understand the importance of movement on the court
- Accurately replicate a serving technique.
- Outwit an opponent in a game situation using the appropriate skills and techniques.

Dance- Boys and Girls

- To be able to perform basic jumps, spins and movements in dance.
- To be able to build a routine with creativity and fluency.

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 8 where learners develop the techniques with more consistency. 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.



YEAR 7 PE Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Athletics, Striking and Fielding, Tennis, Dodgeball



Curriculum Intent	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/National Curriculum Links	<p>Athletics- Boys and Girls</p> <ul style="list-style-type: none">To accurately replicate running, jumping, and throwing skills for athletic events showing an improvement in performances.To explore variations in core techniques and use knowledge to become more technically proficient.To record and improve upon personal bests in relation to speed, height, and distance. <p>Striking and fielding- Boys and Girls</p> <ul style="list-style-type: none">To accurately replicate and improve core skills in batting, bowling, and fielding with the intention of outwitting opponents.To develop an ability to strike the ball using deception in a competitive context.To develop confidence and a competence in body movements relating to striking and fielding games.To use a range of tactics and strategies to overcome opponents in direct competitionTo develop an understanding of the basic laws of cricket and extend knowledge of cricket rules and umpire's signals.To develop an understanding and extend knowledge of the rules of rounders and umpire's calls. <p>Tennis- Boys</p> <ul style="list-style-type: none">To accurately replicate and improve core skills in tennis to outwit an opponent.To develop the basic principles of attack and defense and aim to get the ball to land in a target area to that the opponent cannot return it.To accurately score and officiate tennis games using the correct terminology throughout. <p>Dodgeball- Girls</p> <ul style="list-style-type: none">To accurately replicate and improve core skills in throwing, catching, dodging, attack and defense with the intension of outwitting opponent.To use a range of tactics and strategies to overcome opponents in direct competition
Cross Curricular Links	<p>SMSC: Learning to express yourself and respect other people's views.</p> <p>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.</p> <p>Literacy: 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>Numeracy: Numbers, keeping score of games, measuring and recording distances</p> <p>Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
Becoming future ready	<p>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.</p> <p>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.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc.</p> <p>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 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>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p>
QFT/SEND Provision	

	<p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>Implementation Curriculum Delivery</p>	<p>To be able to:</p>
<p>Learning Outcomes (Knowledge)</p>	<p><u>Athletics- Boys and Girls</u></p> <ul style="list-style-type: none"> • Perform the basic technique for an effective sprint race, including the correct posture, arm action and leg action. • Accurately replicate the basic technique for an effective paced race and understand the components of fitness involved in longer distance races. • Develop an understanding on the rules regarding take off and landing for the long jump and triple jump. • Accurately replicate the technique for an effective long jump and triple jump and record the distance achieved. • Develop an understanding on the rules regarding throwing and ball landing during shot putt. • Accurately replicate the technique for an effective shot putt and record the distance achieved. • Develop an understanding on the rules regarding the throw and landing of the javelin. • Accurately replicate an effective hurdling technique and record the time achieved. • Understand the need to make decisions about refinement of technique to maintain speed throughout. <p><u>Striking and Fielding- Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate a basic throwing and receiving technique and take part in conditioned games showing an understanding of basic tactics. • Develop an understanding of the laws of cricket and begin to think about outwitting opponents with the placement of the ball. • Use both underarm and overarm throws when fielding and applying the correct skill to the competitive situation. • Accurately replicate the long barrier technique and begin to outwit opponents with the use of batting skills. • Develop the ability to confidently score a Kwik cricket game. • Accurately replicate basic bowling technique and understand the laws about bowling delivery in rounders and cricket • Incorporate bowling, batting, and fielding into small, sided games of cricket. • Accurately replicate the basic batting grip and drive technique whilst understanding the importance of movement, timing, and preparation for an effective batting drive. • Develop an understanding and ability to adjust shot selection based on fielding positioning. • Develop an understanding of how to outwit an opponent using core cricket skills whilst applying them to game situations. • Develop an understanding of the tactics and strategies that can be used as a bowler and a batter in competitive situations. • Develop knowledge and understanding of the fundamentals of rounders including, fielding, bowling, and batting. • Develop an understanding of the tactics and strategies that can be used as a bowler and a batter in competitive situations. <p><u>Tennis- Boys</u></p> <ul style="list-style-type: none"> • Demonstrate and use the correct grip • Accurately replicate the basic stroke and maintain a simple rally • Accurately replicate the forehand with control and coordination and use this to outwit an opponent • Accurately replicate the backhand with control and coordination and use this to outwit an opponent • Understand the importance of movement on the court • Accurately replicate a serving technique. • Outwit an opponent in a game situation using the appropriate skills and techniques. <p><u>Dodgeball- Girls</u></p>

	<ul style="list-style-type: none">• Accurately replicate the basic throwing and catching technique• Explore ways to dodge in order to evade getting caught out• Outwit an opponent in a game situation using the appropriate skills and techniques. <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.