



YEAR 8 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Rugby, Handball, Volleyball, Trampolining, Table tennis and OAA.



Curriculum Intent	In addition to working further on objectives from Year 8 pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Rugby- Boys and Girls</u></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><u>Handball- Girls</u></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 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. <p><u>Volleyball – Boys and Girls</u></p> <ul style="list-style-type: none">• To further develop the fundamental principles of play when selecting and applying core volleyball skills, including passing, setting, serving, receiving, spiking, blocking, and digging.• To focus on developing, implementing, and refining team and individual game plans to outwit opponents.• To use core volleyball skills and replicate them in different competitive situations to achieve an outcome.• To demonstrate a full understanding of the game's rules, play a specific position, and physically exert themselves throughout. <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>Table tennis- Boys</u></p> <ul style="list-style-type: none">• To develop consistency in the replication of core skills through conditioned situations.• To develop the fundamental principles of play when replicating core shots with control and fluency including serves, forehand and backhand (topspin, slice, and side spin) in game play and conditioned situations.• To further develop the ability to land the ball in a target area with control and refine game tactics with the intention of outwitting an opponent.• To develop confidence in movement and demonstrate the ability to score and officiate games. <p><u>Trampolining- Boys and Girls</u></p> <ul style="list-style-type: none">• To build the fundamental skills focusing on safety, body control, and correct technique
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>

	Skills Builder: Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.
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 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, 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>Rugby- Boys and Girls</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. <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 • 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>Volleyball – Boys and Girls</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of volleyball rules. • Accurately demonstrate an ability to execute a variety of passes, such as forearm passes and overhead sets, at speed and with control during small-sided games. • Accurately make decisions about setting and receiving the ball into a space and positioning to receive a pass. • Accurately demonstrate the ability to outwit opponents using a variety of techniques and passes with accuracy and timing. • Develop and refine strategic and tactical play, adapting ideas based on successful outcomes. • Demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. • Accurately perform skills in small-sided game situations, making decisions about how best to advance on the opposition. • Accurately replicate effective blocking techniques and intercept any attacks. • Accurately demonstrate the ability to successfully outwit opposition when applying defensive principles and when devising game plans. • Select advanced tactics to outwit the opposition, evaluate tactical outcomes, and consider how to improve performance.
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> • Develop knowledge and understanding of how to adapt game plans in response to the opposition and the state of the game. <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>Table Tennis- Boys</u></p> <ul style="list-style-type: none"> • Demonstrate and use the correct grip and understand the ready position. • Accurately replicate a basic backhand push shot consistently. • Develop an understand the scoring and rules of doubles game play. • Develop an understanding of the effect of topspin on the balls flight and the importance of movement and ball placement to win points. • Develop an understanding on how to outwit opponents using a forehand topspin • Accurately replicate a backhand topspin shot • Develop an understand the importance of movement and preparation for an effective backhand shot. • Perform and replicate a legal table tennis serve with control and accuracy. • Develop the skill of anticipation and encourage quick decision making during a game. • Develop knowledge and understanding of outwitting strategies in both doubles and singles game play. • Develop knowledge and understanding of how to outwit an opponent using a combination of shots. • Accurately demonstrate a variety of tactics based on the movement of others. <p><u>Trampolining- Boys and Girls</u></p> <ul style="list-style-type: none"> • Understand safety rules, basic technique and stopping • Accurately perform basic shape jumps, seat landings, front landings and twists • To perform more advanced moves using seat and front as a basis • Be able to link moves together to form a basic routine
Current learning to be developed in the future within:	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. 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 8 Spring TERM



'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Fitness, Trampolining, Football, Volleyball, Netball, Basketball, Rugby, Handball

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 experience specific fitness-based skills in a range of different contexts.
- To further develop an ability to evaluate and assess core techniques to produce refined outcomes.
- To investigate ways of warming up and understand the importance of health through completion of physical tasks.
- To gain an understanding of warmups, cool downs, and health related exercise through physical tasks.
- To gain an understanding of the way the body responds to exercise, linked to GCSE PE i.e., oxygen debt, components of fitness, training methods, anatomy of the heart.

Handball-Boys

- To further develop the fundamental principles of play when replicating core skills and movement including passing, receiving, dribbling, tacking, and beating an opponent
- To develop team attacking and defending strategies and techniques.
- To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents.

Basketball – Boys and girls

- To further develop the fundamental principles of play when selecting and applying core skills including passing, receiving, dribbling, intercepting, dodging, lay-ups, and shooting.
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents
- To use core skills, replicate them in different competitive situations to achieve an outcome.
- To demonstrate full understanding of games rules, play a select position and physically exert themselves throughout.

Volleyball – Girls

- To further develop the fundamental principles of play when selecting and applying core volleyball skills, including passing, setting, serving, receiving, spiking, blocking, and digging.
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents.
- To use core volleyball skills and replicate them in different competitive situations to achieve an outcome.
- To demonstrate a full understanding of the game's rules, play a specific position, and physically exert themselves throughout.

Rugby- 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.

Netball- Girls

- 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.

Football- Boys

- To build on the fundamental skills required in netball to perform at maximum levels in small, sided games.

Skills/National Curriculum Links

	<ul style="list-style-type: none"> 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 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. Use correct sport specific terminology throughout. <p>Trampolining- Boys</p> <ul style="list-style-type: none"> To build the fundamental skills focusing on safety, body control, and correct technique
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, 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	<p>To be able to:</p> <p>Rugby- Boys</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. <p>Fitness-Boys and Girls</p> <ul style="list-style-type: none"> Accurately replicate the general fitness techniques at each station during a circuit training session.
Learning Outcomes (Knowledge)	

- Gain an understanding of how to make a circuit harder and the components of fitness involved in performance.
- Accurately replicate tests for health-related fitness and record levels achieved
- Develop an understanding on the relationship between tests scores and strengths as a performer.
- Accurately replicate the football-based techniques at each station and appreciate the need for a specific circuit and how it can be adapted to suit individual needs.
- Accurately replicate a sustained running technique for 12 minutes (Copper test)
- Understand the relationship between heart rate recovery and fitness level
- Accurately replicate interval training techniques and understand how this training method is used by elite athletes
- Develop an understanding of the body's response to exercise and be able to calculate resting, working and recovery heart rates.

Basketball – Boys and girls

- Develop an understanding of the benefits of passing and where different types of passes should be used E.G Bounce pass, chest pass, shoulder pass.
- Demonstrate the ability to use a variety of passes to successfully outwit an opponent and apply these to small, sided games.
- Perform and accurately replicate different types of dribbling with control, speed, and fluency in pressured situations.
- Develop an ability to outwit opponents with the combination of advanced turns and dribbles, making decisions about how best to advance on the opposition.
- Accurately execute a variety of shooting techniques on goal i.e., Lay-up, backboard shooting, jump shot, free throw. Develop knowledge and understanding of how to execute a successful shot on goal whilst appreciating how to adjust shot selection based on opponents positioning.
- Develop an understanding of how to stop attack effectively.
- Accurately execute different types of defensive techniques in varying situations i.e., jockeying, goal side, closing.
- Accurately performer crosses using varying height, speed, and positioning.
- 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, half court defending tactics.
- Demonstrate the ability to outwit an opponent in a competitive game situation using the appropriate skills and techniques.

Volleyball – Girls

- Demonstrate knowledge and understanding of volleyball rules.
- Accurately demonstrate an ability to execute a variety of passes, such as forearm passes and overhead sets, at speed and with control during small-sided games.
- Accurately make decisions about setting and receiving the ball into a space and positioning to receive a pass.
- Accurately demonstrate the ability to outwit opponents using a variety of techniques and passes with accuracy and timing.
- Develop and refine strategic and tactical play, adapting ideas based on successful outcomes.
- Demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies.
- Accurately perform skills in small-sided game situations, making decisions about how best to advance on the opposition.
- Accurately replicate effective blocking techniques and intercept any attacks.
- Accurately demonstrate the ability to successfully outwit opposition when applying defensive principles and when devising game plans.
- Select advanced tactics to outwit the opposition, evaluate tactical outcomes, and consider how to improve performance.
- Develop knowledge and understanding of how to adapt game plans in response to the opposition and the state of the game.

Handball- Boys

- Accurately perform a pass using the outside of the hand and understand the importance of receiving correctly.
- Perform and accurately replicate different types of dribbling with control, speed, and fluency.
- Demonstrate the ability to outwit opponents with the combination of turns and dribbling and apply these to small, sided games.

- Develop an understanding on how to outwit opponents using learnt skills and techniques at speed.
- Develop an understanding on how to execute a successful short on goal
- Develop knowledge and understanding of how to execute a successful shot on goal i.e., across goal and appreciate how to adjust shot selection based on opponents positioning.
- Accurately perform and develop defensive strategies i.e., tackling, jockeying, forcing onto weaker hand.
- Develop an understanding on how to defend and how to stop opponents from advancing.
- Demonstrate the ability to outwit an opponent in game situation using the appropriate skills and techniques.

Netball- Girls

- 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.

Football- Boys

- 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.

Trampolining- Boys and Girls

- Understand safety rules, basic technique and stopping
- Accurately perform basic shape jumps, seat landings, front landings and twists
- To perform more advanced moves using seat and front as a basis
- Be able to link moves together to form a basic routine

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 9 where they develop more advanced techniques and demonstrate an understanding of the tactics and strategies with full competitive situations. 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 8 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Athletics, Cricket, Rounders, Tennis, Rugby



Curriculum Intent	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><u>Athletics- Boys and Girls</u></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><u>Striking and fielding- Girls</u></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 competition• To 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><u>Tennis -Girls</u></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><u>Cricket-Boys</u></p> <ul style="list-style-type: none">• To further develop the fundamental principles of play when replicating core skills and movement needed including batting, bowling, and fielding.• To demonstrate consistency, timing, and fluency in the execution of core skills for batting, bowling, and fielding.• To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play.• To develop student independence and demonstrate an ability to score and officiate small, sided games. <p><u>Rugby- Boys</u></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.
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> <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>
QFT/SEND Provision	
Implementation Curriculum Delivery	<p>To be able to:</p> <p>Athletics- Boys and Girls</p> <ul style="list-style-type: none"> • Accurately replicate the sprinting technique. • 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. • Accurately replicate the basic technique for an effective 800m race and understand the importance of pace for an effective race. • Accurately replicate the technique for an effective high jump and record the distance achieved. • Develop an understanding on the rules regarding takeoff and landing for a legal jump. • 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 javelin technique and record the time achieved. • Accurately replicate an effective sprinting technique and demonstrate knowledge of change over skills. • Develop an ability to make decisions about pupils' strengths and placement in the relay teams. <p>Cricket-Boys</p> <ul style="list-style-type: none"> • Accurately perform a range of fielding techniques depending on the competitive situation. • Make accurate decisions about outwitting opponents with the placement of the ball. • Further develop a deeper understanding of the laws and terminology of cricket. • 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. • Accurately replicate the correct pull shot technique when batting and apply this to competitive situations. • Incorporate bowling, batting, and fielding into small, sided games of cricket. • Develop further the ability to adjust shot direction to outwit fielders. • Accurately replicate full over arm bowling technique whilst incorporating a small run up. • Develop an understanding of the rules and infringement related to bowling deliveries. • Develop the use of tactic and strategies to outwit batsmen and fielders and apply these skills to full competitive situations. <p>Striking and Fielding-Girls</p> <ul style="list-style-type: none"> • Accurately replicate the long barrier technique and apply this effectively to a game situation. • Develop creative thinking and outwitting opponents with the placement of the ball and apply this effectively to competitive situations. • Accurately replicate a legal bowling technique and incorporate spin and disguise to outwit the batter. • Further develop knowledge and understanding on what makes a legal ball and penalty for three no balls. • Incorporate bowling, batting, fielding into a full game of rounders. • Accurately replicate the correct batting technique and develop the ability to hit the ball into space in relation to fielders.
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> Analyses individual strengths and make tactics changes to the batting order/field positions as a result. Explore rounders positions and the relevant roles at each point and develop knowledge of backstop to 1st base tactics. Accurately perform and replicate a combination of skills to outwit opponents in a game situation. Demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling, and fielding techniques. <p>Tennis-Girls</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>Rugby League - Boys</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>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 9 where they develop more advanced techniques and demonstrate an understanding of the tactics and strategies with full competitive situations.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.