



YEAR 9 Autumn TERM

'An ambitious curriculum that meets the needs of all'



Medium Term Planning - Topic: Rugby, Table tennis, Trampolining, Dodgeball, Football, OAA, Dance, Volleyball

Curriculum Intent

In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:

Rugby- Boys

- 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
- To use core skills and implement them in different competitive situations to achieve an outcome.
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents.
- To understand games rules, play several roles and physically exert themselves throughout.

Dodgeball – Girls

- To further develop the fundamental principles of play in dodgeball, including selecting and applying tactics for defending and attacking, such as throwing, catching, dodging, and evading opponents.
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents.
- To plan strategies and implement them in different situations in a dodgeball game.

OAA – Boys and Girls

- To further develop the fundamental principles of cross country running, including selecting and applying strategies for pacing, endurance, terrain navigation, and energy management.
- To focus on developing, implementing, and refining individual and team training plans to optimize performance and outpace competitors.
- To plan race strategies and implement them in different situations in a cross country race.

Volleyball –Boys

- 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.

Trampolining- Boys and Girls

- To extend and refine trampolining skills from Year 8, focusing on combinations, twists and more complex landings

Skills/National Curriculum Links

- To develop confidence in performance and choreography, creating longer routines with fluency, control and creativity

Dance – Girls

- To further develop the fundamental principles of dance by selecting and applying core skills, including technique, rhythm, flexibility, coordination, expression, and choreography.
- To focus on developing, implementing, and refining individual and group routines to create captivating performances.
- To use core dance skills and replicate them in various performance settings to achieve artistic and technical excellence.
- To demonstrate a full understanding of dance styles and techniques, perform specific roles, and physically exert themselves throughout each routine.

Football – Boys and Girls

- Develop an understanding of variations in passing and where different types of passes should be used.
- Develop the ability to use different parts of the body to control the ball
- 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.
- Accurately replicate a variety of shooting techniques on goal.
- Develop an appreciation on how to adjust shot selection based on opponents positioning.
- Develop an ability to outwit an opponent using dummies and fakes at speed.
- Develop an understanding on the importance of width and playing into space to attack
- Develop knowledge and understanding of how to stop attack effectively.
- Accurately perform the different types of defensive techniques in different situations.
- Develop understanding and appreciation for the need to make decisions about choice of defensive strategy.
- Develop creativity in developing new strategies for set plays in attack and defense.
- Incorporate corner kicks, goal kicks, defending and attacking strategies in competitive games.

Table tennis- Boys

- 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

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	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
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><u>Rugby- Boys</u></p>
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Accurately replicate prior learnt types of passes and be able to perform these in game situations to retain ball possession and outwit the opposition. • Describe the difference in rules of rugby union and league. • Develop knowledge and understanding of strategic play used to outwit opponents. • Develop and refine tactics based on the analysis of opponents. • Develop knowledge and understanding of how to perform a ruck the roles of support players • Accurately replicate the correct tackling and rucking technique and develop an understanding of the safety aspects and rules of tackling and offside. • Develop the ability to perform a small line out with the correct technique. • Develop an understanding of how a line out is formed and the necessary positions. • Develop knowledge and understanding of how to form a small 3-man scrum and when a scrum is used. • Accurately integrate scrummage skills into small, sided game after an infringement. • Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. • Accurately replicate actions and tactical sequences whilst demonstrating knowledge and understanding of the rules of rugby. <p><u>Dodgeball – Girls</u></p> <ul style="list-style-type: none"> • Develop an understanding of the benefits of throwing and where different types of throws should be used, such as high or low throws to target opponents effectively.

- Demonstrate the ability to use a variety of throws to successfully outwit an opponent and apply these in small-sided dodgeball games.
- Perform and accurately replicate different types of dodging with control, speed, and fluency in pressured situations.
- Develop an ability to outwit opponents with a combination of advanced dodges and evasive maneuvers, making decisions about how best to avoid being hit and advance on the opposition.
- Accurately execute a variety of throwing techniques, such as fast throws, lob throws, and curve throws.
- Develop knowledge and understanding of how to execute a successful throw while appreciating how to adjust throw selection based on opponents' positioning.
- Develop an understanding of how to stop an attack effectively.
- Accurately execute different types of defensive techniques in varying situations, such as blocking, dodging, and team coordination.
- Accurately perform throws using varying angles, speeds, and techniques.
- Develop creativity in developing new strategies in attack and defense, understanding techniques used to stop opponents from outwitting them, such as team formations and targeted throws.
- Demonstrate the ability to outwit an opponent in a competitive dodgeball game using the appropriate skills and techniques.

OAA- Boys and Girls

- Accurately replicate previously learned pacing strategies and be able to perform these during races to maintain stamina and outpace competitors.
- Develop knowledge and understanding of strategic race planning used to outwit opponents.
- Develop and refine race tactics based on the analysis of the course and competitors.
- Develop knowledge and understanding of how to navigate various terrains and the roles of pacing and energy management.
- Accurately replicate the correct running form and develop an understanding of the safety aspects and rules of cross country running.
- Accurately replicate running strategies and tactical sequences while demonstrating knowledge and understanding of the rules of cross country running

Volleyball – Boys

- 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.

Trampolining– Boys and Girls

- Accurately recall correct safety procedures and landings
- Accurately replicate a back landing
- To be able to perform linked moves together with control and fluency
- To be able to develop skills into a front and back somersault
- To be able to create and perform a more complex routine with control, accuracy and fluency

Dance – Girls

- Develop an understanding of the benefits of different dance movements and where various types of movements should be used, such as leaps, turns, and floor work.
- Demonstrate the ability to use a variety of dance movements to successfully enhance a performance and apply these to small group routines.
- Perform and accurately replicate different types of footwork with control, speed, and fluency in pressured situations.
- Develop the ability to captivate the audience with a combination of advanced turns and footwork, making decisions about how best to enhance the choreography.
- Accurately execute a variety of jumps and leaps with proper technique and precision.
- Develop knowledge and understanding of how to execute a successful dance sequence while appreciating how to adjust movements based on the music and choreography.
- Develop an understanding of how to effectively transition between movements.
- Accurately execute different types of partnering techniques in varying situations, such as lifts, counterbalances, and support moves.
- Accurately perform sequences using varying tempo, dynamics, and spacing.
- Develop creativity in developing new choreography and understanding techniques used to create compelling performances and prevent predictability.
- Demonstrate the ability to engage and captivate an audience in a competitive dance situation using the appropriate skills and techniques.

Football – Boys and Girls

- Accurately replicate previously learned types of passes and be able to perform these in match situations to maintain ball possession and outwit the opposition.
- Describe the differences in the rules of football (soccer) and five-a-side football.
- Develop knowledge and understanding of strategic play used to outwit opponents.
- Develop and refine tactics based on the analysis of opponents.
- Develop knowledge and understanding of how to perform various support roles, such as defensive cover and attacking support.
- Accurately replicate the correct tackling techniques and develop an understanding of the safety aspects and rules of tackling and offsides.
- Develop the ability to perform effective throw-ins with the correct technique.
- Develop an understanding of how set pieces, such as free-kicks and corners, are formed and the necessary player positions.
- Develop knowledge and understanding of how to form a defensive wall and when it is used.
- Accurately integrate set-piece skills into small-sided games after an infringement.
- Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Accurately replicate actions and tactical sequences while demonstrating knowledge and understanding of the rules of football

Table Tennis- Boys

- 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 in order 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.

Current learning to be developed in the future within:

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.

Assessment

Refer to assessment maps for formative and summative assessment opportunities.

Impact

Attainment and Progress – Refer to assessment results / data review documentation.



YEAR 9 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topic: Fitness, Trampolining, Football, Volleyball, Rugby, Table tennis, Handball, Netball



Curriculum Intent

In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:

Rugby- Girls

- 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
- To use core skills and implement them in different competitive situations to achieve an outcome.
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents.
- To understand games rules, play several roles and physically exert themselves throughout.

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.

Trampolining- Boys

- To extend and refine trampolining skills from Year 8, focusing on combinations, twists and more complex landings
- To develop confidence in performance and choreography, creating longer routines with fluency, control and creativit

Volleyball – Boys and 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.

Netball- Girls

- To further develop the fundamental principles of play when selecting and applying core skills including passing, receiving, pivoting, intercepting, dodging, 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.

Skills/National Curriculum Links

- To demonstrate full understanding of games rules, play a select position and physically exert themselves throughout.

Football – Boys

- Develop an understanding of variations in passing and where different types of passes should be used.
- Develop the ability to use different parts of the body to control the ball
- 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.
- Accurately replicate a variety of shooting techniques on goal.
- Develop an appreciation on how to adjust shot selection based on opponents positioning.
- Develop an ability to outwit an opponent using dummies and fakes at speed.
- Develop an understanding on the importance of width and playing into space to attack
- Develop knowledge and understanding of how to stop attack effectively.
- Accurately perform the different types of defensive techniques in different situations.
- Develop understanding and appreciation for the need to make decisions about choice of defensive strategy.
- Develop creativity in developing new strategies for set plays in attack and defense.
- Incorporate corner kicks, goal kicks, defending and attacking strategies in competitive games.

Handball – Boys and Girls

- 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
- To focus on developing, implementing, and refining team and individual game plans to outwit opponents.
- To plan strategies and implement them in different situations in a Handball game

Table tennis- Boys

- 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

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><u>Fitness-Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate the general fitness techniques at each station during a circuit training session. • 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
Learning Outcomes (Knowledge)	

- 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.

Trampolining– Boys

- Accurately recall correct safety procedures and landings
- Accurately replicate a back landing
- To be able to perform linked moves together with control and fluency
- To be able to develop skills into a front and back somersault
- To be able to create and perform a more complex routine with control, accuracy and fluency

Rugby- Boys

- Accurately replicate prior learnt types of passes and be able to perform these in game situations to retain ball possession and outwit the opposition.
- Describe the difference in rules of rugby union and league.
- Develop knowledge and understanding of strategic play used to outwit opponents.
- Develop and refine tactics based on the analysis of opponents.
- Develop knowledge and understanding of how to perform a ruck the roles of support players
- Accurately replicate the correct tackling and rucking technique and develop an understanding of the safety aspects and rules of tackling and offside.
- Develop the ability to perform a small line out with the correct technique.
- Develop an understanding of how a line out is formed and the necessary positions.
- Develop knowledge and understanding of how to form a small 3-man scrum and when a scrum is used.
- Accurately integrate scrummage skills into small, sided game after an infringement.
- Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Accurately replicate actions and tactical sequences whilst demonstrating knowledge and understanding of the rules of rugby.

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.

Netball – Girls

- Demonstrate knowledge and understanding of netball rules.
- Accurately demonstrate an ability to execute a variety of passes at speed and with control whilst performing these in small, sided games.
- Accurately make decisions about sending 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 and adapt 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 marking techniques and intercept any passes.
- Accurately demonstrate the ability to successfully outwit opposition when applying defensive principles and when devising game plans.
- Select advanced tactics to outwit opposition, evaluate tactical outcomes and consider how to improve performance.
- Develop knowledge and understanding on how to adapt game plans in response to the opposition and the state of the game.

Football - Boys

- Accurately replicate previously learned types of passes and be able to perform these in match situations to maintain ball possession and outwit the opposition.
- Describe the differences in the rules of football (soccer) and five-a-side football.
- Develop knowledge and understanding of strategic play used to outwit opponents.
- Develop and refine tactics based on the analysis of opponents.
- Develop knowledge and understanding of how to perform various support roles, such as defensive cover and attacking support.
- Accurately replicate the correct tackling techniques and develop an understanding of the safety aspects and rules of tackling and offsides.
- Develop the ability to perform effective throw-ins with the correct technique.
- Develop an understanding of how set pieces, such as free-kicks and corners, are formed and the necessary player positions.
- Develop knowledge and understanding of how to form a defensive wall and when it is used.
- Accurately integrate set-piece skills into small-sided games after an infringement.
- Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Accurately replicate actions and tactical sequences while demonstrating knowledge and understanding of the rules of football#

Handball – Boys and Girls

- Develop an understanding of the benefits of passing and where different types of passes should be used i.e., over defense line.

- 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., low drive, chip, volley.
- 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 perform 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 tactics.
- Demonstrate the ability to outwit an opponent in a competitive game situation using the appropriate skills and techniques.

Table Tennis- Boys

- Demonstrate and use the correct grip and understand the ready position.
- Accurately replicate a basic backhand push shot consistently.
- Develop an understanding of the scoring and rules of doubles game play. Develop an understanding of the effect of topspin on the ball's flight and the importance of movement and ball placement in order to win points.
- Develop an understanding on how to outwit opponents using a forehand topspin
- Accurately replicate a backhand topspin shot
- Develop an understanding of 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.

Current learning to be developed in the future within:	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.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.



YEAR 9 Summer TERM

'An ambitious curriculum that meets the needs of all'

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



Curriculum Intent	<p>In addition to working further on objectives from Year 8, 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 develop advanced skills necessary to compete and achieve in all athletic events including throwing, jumping, and running disciplines.• To allow students to accurately replicate techniques across a range of athletic disciplines.• To develop a detailed understanding of fitness and its effect on performance.• To allow planning and preparation prior to competing in a range of athletic events.• To develop an understanding of the immediate effects of exercise and fatigue factors. <p><u>Cricket-Boys And Girls</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>Rounders- Girls</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>Tennis– Boys</u></p> <ul style="list-style-type: none">• To further develop the fundamental principles of play when replicating core skills and movements needed• To demonstrate consistency, timing, and fluency in the execution of core skills for.• To improve the skill of outwitting an opponent as a batting and fielding team and develop decision-making skills through gameplay.• To develop student independence and demonstrate an ability to score and officiate small-sided games.
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., 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>

<p>Becoming future ready</p>	<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>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</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>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <p><u>Athletics- Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate sprinting technique adjusting small elements to improve overall performance. • Accurately use and replicate the sprint start technique to create power and speed. • Accurately replicate and maintain an effective running technique for 800m and understand how to pace a race. • Accurately replicate the technique for an effective triple jump and record the distance achieved. • Develop an understanding on the rules regarding takeoff and landing for a legal jump and the components of fitness involved in jumping. • 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 shot putt, and the main phases that forms the correct technique. • Accurately replicate an effective javelin technique and record the distance achieved. • Accurately replicate an effective high jump technique whilst understanding the rules regarding take off.
<p>Learning Outcomes (Knowledge)</p>	<p><u>Cricket-Boys</u></p> <ul style="list-style-type: none"> • Accurately make decisions about outwitting opponents as batsmen or fielders. • Accurately replicate a full range of fielding techniques in response to a competitive environment. • Accurately perform a batting defensive shot and understand when it might be necessary to use this in a game situation. • Accurately replicate the correct cut technique when batting and use this within a competitive game in response to the type of delivery bowled. • Incorporate disguise into bowling techniques with the addition of spin or pace. • Develop an understanding of how spin is created and the effect this will have on the balls bounce. • Develop an understanding of how run up speed will impact the bowling power and swing on delivery. • Demonstrate knowledge and understanding of the wicket keeper's role and execute the basic stance and catching technique. • Accurately replicate a combination of skills to outwit opponents in match situations. • Develop knowledge and understanding of fielding positions and the correct terminology.

- Develop knowledge of movement and timing needed to produce an effective batting execution.
- Develop the use of tactic and strategies to outwit batsmen and fielders and apply these skills to full competitive situations.

Rounders-Girls

- Accurately replicate fielding skills and use effectively in a game situation.
- Develop communication skills, and teamwork through rounders game play.
- 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 whilst adding disguise and power into the action.
- Incorporate bowling, batting, fielding into a full game of rounders.
- Accurately replicate and develop the correct batting technique incorporating power and placement into the action.
- Develop strategic concepts when batting.
- Develop knowledge and understanding of fielding roles at each point.
- Make decisions about field positioning in response to batter analyses
- Demonstrate a confident understanding of umpire calls/rules and batting/bowling infringements.
- Accurately perform and replicate a combination of skills to implement tactics and outwit opponents in a game situation.
- Make effective evaluations of strengths and weaknesses of pupil's performance
- Demonstrate a variety of tactics based on the opposition.
- Demonstrate the ability to outwit an opponent in a game situation using a range of batting bowling and fielding techniques.

Tennis- Boys

- Accurately make decisions about outwitting opponents
- Accurately replicate a full range of techniques in response to a competitive environment.
- Accurately perform a defensive batting technique and understand when it might be necessary to use this in a game situation.
- Develop an understanding of how spin is created and the effect this will have on the ball's trajectory.
- Develop an understanding of how ball speed will impact
- Accurately replicate a combination of skills to outwit opponents in match situations.
- Develop knowledge and understanding of tennis and the correct terminology.
- Develop knowledge of movement and timing needed to produce an effective batting execution.
- Develop the use of tactics and strategies to outwit opponents

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 10. Pupils will be able to use the skills developed in these sports in the future lessons
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.