



# YEAR 8 Summer TERM

'An ambitious curriculum that meets the needs of all'

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



<b>Curriculum Intent</b>	<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><b><u>Athletics- Boys and Girls</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate running, jumping, and throwing skills for athletic events showing an improvement in performances.</li><li>• To explore variations in core techniques and use knowledge to become more technically proficient.</li><li>• To record and improve upon personal bests in relation to speed, height, and distance.</li></ul> <p><b><u>Striking and fielding- Girls</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate and improve core skills in batting, bowling, and fielding with the intention of outwitting opponents.</li><li>• To develop an ability to strike the ball using deception in a competitive context.</li><li>• To develop confidence and a competence in body movements relating to striking and fielding games.</li><li>• To use a range of tactics and strategies to overcome opponents in direct competition</li><li>• To develop an understanding of the basic laws of cricket and extend knowledge of cricket rules and umpire's signals.</li><li>• To develop an understanding and extend knowledge of the rules of rounders and umpire's calls.</li></ul> <p><b><u>Tennis -Girls</u></b></p> <ul style="list-style-type: none"><li>• To accurately replicate and improve core skills in tennis to outwit an opponent.</li><li>• 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.</li><li>• To accurately score and officiate tennis games using the correct terminology throughout.</li></ul> <p><b><u>Cricket-Boys</u></b></p> <ul style="list-style-type: none"><li>• To further develop the fundamental principles of play when replicating core skills and movement needed including batting, bowling, and fielding.</li><li>• To demonstrate consistency, timing, and fluency in the execution of core skills for batting, bowling, and fielding.</li><li>• To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play.</li><li>• To develop student independence and demonstrate an ability to score and officiate small, sided games.</li></ul> <p><b><u>Rugby- Boys</u></b></p> <ul style="list-style-type: none"><li>• To build on the fundamental skills required in rugby to perform at maximum levels in small, sided games.</li><li>• To develop the fundamental principles of play when replicating core skills and movement including passing, receiving, tackling, and beating an opponent.</li><li>• To develop the use of basic principles relating to attack and defense in rugby.</li><li>• To explore simple tactics and strategies to outwit the opposition.</li><li>• To develop physical literacy and body movement competence throughout.</li></ul>
<b>Skills/National Curriculum Links</b>	
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Learning to express yourself and respect other people's views.</p> <p><b>PSHE/British Values:</b> Understand the importance of sportsmanship and the British Values of tolerance and respect for others that are linked to sport. Highlight possible character-building opportunities through sport-based activities and discuss the need to stay healthy and active throughout life.</p> <p><b>Literacy:</b> Use of sport specific (subject specific tier 3) e.g., 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><b>Numeracy:</b> Numbers, keeping score of games, measuring, and recording distances</p> <p><b>Skills Builder:</b> Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> Participating in physical activity allows learners to develop their leadership, communication, decision-making skills which students can take with them into the world of work. Teamwork would allow a learner to work in a team effectively in several situations.</p>

	<p><b>Careers/Employability:</b> Reference should be made to the options, roles, and potential careers in the sports industry. These might include sports coaching, teacher, journalism, management and business, injury, and rehabilitation. Learners will have the opportunity to experience different roles within sport, for example, performer, captain, coach and referee/umpire.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc.</p> <p><b>By resource:</b> resources used will appeal to the range of preferred learning styles of pupils, e.g., visual, auditory, or kinesthetic learners. Worksheets are clearly presented and accessible. Equipment and resources used appropriately differentiated e.g., ball size 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><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p><b>Athletics- Boys and Girls</b></p> <ul style="list-style-type: none"> <li>• Accurately replicate the sprinting technique.</li> <li>• 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.</li> <li>• Accurately replicate the basic technique for an effective 800m race and understand the importance of pace for an effective race.</li> <li>• Accurately replicate the technique for an effective high jump and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding takeoff and landing for a legal jump.</li> <li>• Accurately replicate the technique for an effective shot putt and record the distance achieved.</li> <li>• Develop an understanding on the rules regarding the throw and landing of the javelin.</li> <li>• Accurately replicate an effective javelin technique and record the time achieved.</li> <li>• Accurately replicate an effective sprinting technique and demonstrate knowledge of change over skills.</li> <li>• Develop an ability to make decisions about pupils' strengths and placement in the relay teams.</li> </ul> <p><b>Cricket-Boys</b></p> <ul style="list-style-type: none"> <li>• Accurately perform a range of fielding techniques depending on the competitive situation.</li> <li>• Make accurate decisions about outwitting opponents with the placement of the ball.</li> <li>• Further develop a deeper understanding of the laws and terminology of cricket.</li> <li>• 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.</li> <li>• Accurately replicate the correct pull shot technique when batting and apply this to competitive situations.</li> <li>• Incorporate bowling, batting, and fielding into small, sided games of cricket.</li> <li>• Develop further the ability to adjust shot direction to outwit fielders.</li> <li>• Accurately replicate full over arm bowling technique whilst incorporating a small run up.</li> <li>• Develop an understanding of the rules and infringement related to bowling deliveries.</li> <li>• Develop the use of tactic and strategies to outwit batsmen and fielders and apply these skills to full competitive situations.</li> </ul> <p><b>Striking and Fielding-Girls</b></p> <ul style="list-style-type: none"> <li>• Accurately replicate the long barrier technique and apply this effectively to a game situation.</li> <li>• Develop creative thinking and outwitting opponents with the placement of the ball and apply this effectively to competitive situations.</li> <li>• Accurately replicate a legal bowling technique and incorporate spin and disguise to outwit the batter.</li> <li>• Further develop knowledge and understanding on what makes a legal ball and penalty for three no balls.</li> <li>• Incorporate bowling, batting, fielding into a full game of rounders.</li> <li>• Accurately replicate the correct batting technique and develop the ability to hit the ball into space in relation to fielders.</li> </ul>
<b>Learning Outcomes (Knowledge)</b>	

	<ul style="list-style-type: none"> <li>Analyses individual strengths and make tactics changes to the batting order/field positions as a result.</li> <li>Explore rounders positions and the relevant roles at each point and develop knowledge of backstop to 1<sup>st</sup> base tactics.</li> <li>Accurately perform and replicate a combination of skills to outwit opponents in a game situation.</li> <li>Demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling, and fielding techniques.</li> </ul> <p><b>Tennis-Girls</b></p> <ul style="list-style-type: none"> <li>Demonstrate and use the correct grip</li> <li>Accurately replicate the basic stroke and maintain a simple rally</li> <li>Accurately replicate the forehand with control and coordination and use this to outwit an opponent</li> <li>Accurately replicate the backhand with control and coordination and use this to outwit an opponent</li> <li>Understand the importance of movement on the court</li> <li>Accurately replicate a serving technique.</li> <li>Outwit an opponent in a game situation using the appropriate skills and techniques.</li> </ul> <p><b>Rugby League - Boys</b></p> <ul style="list-style-type: none"> <li>Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents.</li> <li>Develop knowledge and understanding of the basic rules of rugby.</li> <li>Replicate the basic passing and receiving skills with the intention of outwitting opponents.</li> <li>Understand the importance of width to attack</li> <li>Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent</li> <li>Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles.</li> <li>Outwit opponents using learnt skills and techniques.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	Pupils will build upon the skills developed when these sports are revisited in Year 9 where they develop more advanced techniques and demonstrate an understanding of the tactics and strategies with full competitive situations.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.