



# YEAR 8 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Rugby, Handball, Volleyball, Basketball 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:  |
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| Skills/National Curriculum Links | <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> <p><b><u>Handball- Girls</u></b></p> <ul style="list-style-type: none"><li>• To build on the fundamental skills required in handball 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, dribbling, tackling, and beating an opponent</li><li>• To develop the use of basic principles relating to attack and defense in handball.</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> <p><b><u>Volleyball – Boys</u></b></p> <ul style="list-style-type: none"><li>• To further develop the fundamental principles of play when selecting and applying core volleyball skills, including passing, setting, serving, receiving, spiking, blocking, and digging.</li><li>• To focus on developing, implementing, and refining team and individual game plans to outwit opponents.</li><li>• To use core volleyball skills and replicate them in different competitive situations to achieve an outcome.</li><li>• To demonstrate a full understanding of the game's rules, play a specific position, and physically exert themselves throughout.</li></ul> <p><b><u>Basketball – Girls</u></b></p> <ul style="list-style-type: none"><li>• To further develop the fundamental principles of play when selecting and applying core skills including passing, receiving, dribbling, intercepting, dodging, lay-ups, and shooting.</li><li>• To focus on developing, implementing, and refining team and individual game plans to outwit opponents</li><li>• To use core skills, replicate them in different competitive situations to achieve an outcome.</li><li>• To demonstrate full understanding of games rules, play a select position and physically exert themselves throughout.</li></ul> <p><b><u>OAA- Boys and girls</u></b></p> <ul style="list-style-type: none"><li>• Accurately replicate a sustained running technique in cross country</li><li>• Understand the relationship between heart rate recovery and fitness level</li><li>• Develop an understanding on why pacing is important in long running events.</li></ul> |
| Cross Curricular Links           | <p><b>SMSC:</b> Learning to express yourself and respect other people's views.</p> <p><b>PSHE/British Values:</b> Understand the importance of sportsmanship and the British Values of tolerance and respect for others that are linked to sport. Highlight possible character-building opportunities through sport-based activities and discuss the need to stay healthy and active throughout life.</p> <p><b>Literacy:</b> Use of sport specific (subject specific tier 3) e.g., dodging, forehand with topspin, agility etc. terminology in relation to the activity and tier 2 terminology (general academic language) e.g., apply, identify, accuracy etc.</p> <p><b>Numeracy:</b> Numbers, keeping score of games</p> <p><b>Skills Builder:</b> Teamwork, leadership, decision making, problem solving, communication, creativity, staying positive.</p>   |
| Becoming future ready            | <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>  |

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|   | <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>  |
| <b>QFT/SEND Provision</b>                 | <p><b>By product:</b> different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc.</p> <p><b>By resource:</b> resources used will appeal to the range of preferred learning styles of pupils, e.g., visual, auditory, or kinesthetic learners. Worksheets are clearly presented and accessible. Equipment and resources used appropriately differentiated e.g., ball size, changing distance, goal size.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>   |
| <b>Implementation Curriculum Delivery</b> | <p>To be able to:</p> <p><b>Rugby- Boys</b></p> <ul style="list-style-type: none"> <li>• Perform fundamental rugby handling 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><b>Handball- Girls</b></p> <ul style="list-style-type: none"> <li>• Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games.</li> <li>• Perform the basic dribbling technique with control and use this to outwit opponents.</li> <li>• Develop an understanding on how to outwit opponents using learnt skills and techniques</li> <li>• Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning.</li> <li>• Understand the need to make decisions about choice of technique and refining ideas when unsuccessful.</li> <li>• Accurately perform basic defensive skills i.e., tackling.</li> <li>• Develop an understanding on when to defend and how to stop opponents from advancing.</li> </ul> <p><b>Basketball – Boys</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the benefits of passing and where different types of passes should be used E.G Bounce pass, chest pass, shoulder pass.</li> <li>• Demonstrate the ability to use a variety of passes to successfully outwit an opponent and apply these to small, sided games.</li> <li>• Perform and accurately replicate different types of dribbling with control, speed, and fluency in pressured situations.</li> <li>• Develop an ability to outwit opponents with the combination of advanced turns and dribbles, making decisions about how best to advance on the opposition.</li> <li>• Accurately execute a variety of shooting techniques on goal i.e., 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.</li> <li>• Develop an understanding of how to stop attack effectively.</li> <li>• Accurately execute different types of defensive techniques in varying situations i.e., jockeying, goal side, closing.</li> <li>• Accurately perform crosses using varying height, speed, and positioning.</li> <li>• Develop creativity in developing new strategies in attack and defense and understanding techniques used to stop opponents outwitting them i.e., goal side, man to man, half court defending tactics.</li> <li>• Demonstrate the ability to outwit an opponent in a competitive game situation using the appropriate skills and techniques.</li> </ul> <p><b>Volleyball – Girls</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of volleyball rules.</li> </ul> |
| <b>Learning Outcomes (Knowledge)</b>      |   |

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|   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Accurately make decisions about setting and receiving the ball into a space and positioning to receive a pass.</li> <li>• Accurately demonstrate the ability to outwit opponents using a variety of techniques and passes with accuracy and timing.</li> <li>• Develop and refine strategic and tactical play, adapting ideas based on successful outcomes.</li> <li>• Demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies.</li> <li>• Accurately perform skills in small-sided game situations, making decisions about how best to advance on the opposition.</li> <li>• Accurately replicate effective blocking techniques and intercept any attacks.</li> <li>• Accurately demonstrate the ability to successfully outwit opposition when applying defensive principles and when devising game plans.</li> <li>• Select advanced tactics to outwit the opposition, evaluate tactical outcomes, and consider how to improve performance.</li> <li>• Develop knowledge and understanding of how to adapt game plans in response to the opposition and the state of the game.</li> </ul> <p><b><u>OAA- Boys and girls</u></b></p> <ul style="list-style-type: none"> <li>• Accurately replicate a sustained running technique in cross country</li> <li>• Understand the relationship between heart rate recovery and fitness level</li> <li>• Develop an understanding on why pacing is important in long running events.</li> </ul> |
| <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. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.  |
| <b>Assessment</b>   | Refer to assessment maps for formative and summative assessment opportunities.   |
| <b>Impact</b>   | Attainment and Progress – Refer to assessment results / data review documentation.   |