

Alder Grange Values:

The Alder Grange ethos is:

PE Curriculum

	Intent	Implementation	Impact
Year 7	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)
	<p>Health Related Exercise (fitness): In this unit pupils will learn health and safety factors when using equipment. Pupils will learn how to use the equipment with good technique. They will learn how to warm up and cool down effectively and the reasons for doing so. Health Related Exercise: Circuit training, weight training. Sets and reps. Think pair share. Analysing technique and leading warm-ups.</p>	<p>Understand the reasons for warming up and cooling down. Pupils should understand the different components of a warm-up and the benefits of each. Highlight the possible risks of incorrect technique.</p> <p>Key skills include: good communication skills for explaining techniques and movements clearly. A responsible attitude to health and safety</p>	<p>Health Related Exercise: Pupils will learn how to replicate a warm up and cool down. Pupils will design their own warm-up/cool down. Pupils will be inducted on all pieces of equipment. Success criteria conveyed through pupil or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed.</p>
	Invasion Games: To include Netball/Football/Basketball/Rugby	Invasion Games: Demonstrate basic movements including running, jumping,	Invasion Games: Pair and team activities focusing on a variety of skills and

	<p>In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. These include catching, throwing, kicking, dodging and shooting. Development of the basic principles of attack and defence in a variety of different invasion games. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p> <p>Invasion Games: Football/Netball In this unit pupils will focus on;</p> <p>Passing & footwork rule</p> <p>To be able to perform fundamental passing and be aware of the different types of passes.</p> <p>Creating space/outwitting opponents</p> <p>To be able to outwit opponents using learnt skills and techniques. To understand the importance of use of space around the court/pitch</p> <p>Attacking play/dodging</p> <p>To be able to move accurately into a space to receive a well timed pass. To perform skills in a small sided game making decisions about how best to advance on opposition.</p> <p>Shooting</p>	<p>kicking and catching techniques applied with some coordination and control. Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Show a basic tactical awareness and react to opponent's pressure in a small sided game.</p> <p>Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Develop knowledge of the major rules and laws involved. Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending.</p>	<p>techniques. Small sided conditioned games, Q and A and coaching and leadership opportunities. Analysis of own and others performances to identify strengths and weaknesses.</p> <p>Conditioned games, Skill sessions, modified games and video analysis. Use of worksheets to assess technique and give feedback. Test of rules of games as homework</p> <p>Extra curricular clubs and competitions</p>	<p>invasion game and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer Assessment.</p> <p>Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self-coaching)</p>
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	<p>To develop their understanding and knowledge of where and when is best to shoot. To accurately replicate the technique for a correct shooting action.</p> <p>Defending/positional awareness</p> <p>To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules and laws regarding contact. To be able to outwit opponents using learnt defending skills and techniques.</p> <p>Rugby:</p> <p>In this unit pupils will focus on;</p> <p>Ball and rule familiarisation</p> <p>To be able to perform fundamental rugby handling skills. To be able to perform these in a small-sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league.</p> <p>Intro passing & receiving/ 2 vs 1</p> <p>To be able to perform basic passing & receiving with accuracy. To be able to outwit opponents with the use of these techniques.</p> <p>Tackling technique</p> <p>To develop their understanding and knowledge of how to tackle safely.</p>	<p>Rugby: Perform the necessary fundamental movement & tag rugby skills that allow them to read their environment and make appropriate decisions. Use a sound understanding of the principles of attack when planning their approaches to competitive games. Tactical awareness is improving and responds to changing situations.</p>	<p>Rugby: Warm – up games and activities, pair work and group work. Conditioned games and Relay races. Specific Drills focusing on different skills. Leadership and organisational opportunities within a tournament type Event. Extra- Curricular club to enhance movement vocabulary and skill level.</p>	<p>Rugby: To understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.</p>
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	<p>To perform and accurately replicate the correct techniques for front and side tackles. To understand the rules regarding tackling within the game. <i>i.e. No high tackling.</i></p> <p>Attacking/outwitting an opponent To be able to outwit opponents using learnt skills and techniques. To develop the decision making process in a game situation. To confidently describe the rules and laws of rugby league.</p> <p>Basketball:</p> <p>In this unit pupils will focus on;</p> <p>Passing, receiving and outwitting an opponent. To introduce & understand where passing is used in basketball. To be able to outwit opponents with passes and angled runs. To begin to understand the need of tactical movements to invade an opponent's goal.</p> <p>Shooting – lay up To perform a basic lay up technique appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using appropriate shot selection.</p> <p>Intro Dribbling & Pivoting To be able to perform the basic dribbling technique with control and accuracy. To be</p>	<p>Basketball: Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played. Players make correct decisions inline with rules. These decisions are also benefiting the team.</p>	<p>Basketball: Warm- up activities and ball familiarisation. Dribbling, passing and shooting activities and small game situations. Conditioned games.</p>	<p>Basketball: Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use observation to analyse individual's techniques. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning)</p>
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	<p>able to outwit opponents with the use of these skills. To be able to perform skills in a small sided game making decisions about how best to advance on opposition. To develop an understanding of the rule of traveling in Basketball.</p> <p>Intro Shooting – set shot To understand and know the benefits of types of shot. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques.</p> <p>Defence – Defending Skills – Man to Man To be able to outwit opponents with the use of defending skills.<i>i.e. interception, strip, side step.</i> To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate.</p>			
	<p>Net and Wall Games: Badminton: In this unit pupils will focus on how to grip the racket in forehand and backhand shots. They will develop rallies using overhead clears. Pupils will replicate basic backhand and forehand shots and movement skills necessary to outwit opponents with increasing pressure. Scoring games will be developed by using half court games</p>	<p>Badminton: Show a developing ability to read the flight of the shuttle and move into the necessary space. Use different shot selections. Begin to develop jumping, sprinting, balance, reaction time in games. Maintain a rally. Begin to understand the importance of strategy and tactics when attacking.</p>	<p>Badminton: Pair work, competitive situations, drills, Q and A. Demos of techniques and knowledge. Understanding of rules and. Extra-Curricular club to develop skill level.</p>	<p>Badminton: To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance</p>

	To develop physical numeracy. Pupils should begin to accurately score and officiate mini badminton games.			and implement strategies for improvement.
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	<p>OAA - Orienteering: In this unit pupils will focus on developing map reading skills. Pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyse, plan and carry out tasks safely in a changing environment showing leadership and management skills</p>	<p>OAA: Work effectively in a small group often leading others. Show a good understanding of communication and can adapt to suit the ability of others. Be able to navigate and help partners through effective communication using concise commands/instructions</p>	<p>OAA: Problem Solving activities, focusing on leadership, communication, teamwork and trust activities. These will be achieved through group and pair work utilising a range of equipment and puzzles. Extra- Curricular Team Building event run by the school..</p>	<p>OAA: See the difference between their performances and others and use this knowledge to improve. Uses prior knowledge to aid planning and is successful in identifying strengths and weaknesses in own and group performance of tasks.</p>
	<p>Dance: In this unit pupils will explore a range of different dance styles and skills whilst exploring the dance styles history and origin. Pupils will explore Street Dance, Lyrical, Pom Dance, Musical Theatre and Commercial. Pupils will demonstrate movements using dance style specific skills, gestures, body shapes, contact and contrasts incorporating musicality, control and aesthetics into the dance sequences. Pupils will evaluate and assess choreography to develop routines further using their own creativity.</p>	<p>Dance: Perform and develop set routines in the desired style and implement the rehearsed focus skills into the performance. Pupils should demonstrate control and timing with the appropriate music choice which fits in with the style of dance being explored. Pupils should develop team skills by working with others in groups and be able to discuss and evaluate how their performance could be further improved and developed</p>	<p>Dance: Warm-up, skill rehearsals, partner work, group work, demonstrations, Q and A, constructive feedback, understanding of key terms, muscle and bone names,</p>	<p>Dance: Gain the necessary skills to be able to perform a dance routine and be able to differentiate between the different styles and what is needed to achieve the styles aesthetically through the movements. Pupils will be able to evaluate their own and others' strengths and weaknesses in a performance scenario. They should be able to suggest areas for improvement within their feedback. They should have gained basic knowledge to be able to name and locate basic muscle and bones in the body.</p>

	<p>Athletics: In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.</p>	<p>Athletics: Understand the benefits of athletic based movements to fitness and of being healthy and active. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Be able to recognise that different types of activities require different type of fitness.</p>	<p>Athletics: Warm up practices to include SAQ and endurance running at the beginning of the lesson. Individual targets to improve their own ability and achievements. Competitions in each event. Analysing clips and coaching each other.</p> <p>Sports day, inter school competitions, county competitions.</p>	<p>Athletics: Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modeling, digital stills & video recordings.</p>
<p>Cricket</p>	<p>Striking and fielding:</p> <p>Rounders: In this unit pupils will replicate and improve skills in batting, bowling and fielding. Pupils will learn tactics to outwit opponents by striking the ball and running between bases to score runs. Pupils should develop an understanding of the rules and scoring system and begin to accurately score games.</p>	<p>Rounders: Pupils will learn to apply and use a range of techniques for fielding during game play. Pupils will implement strategic and tactical decisions based on the movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use rounders to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.</p>	<p>Rounders: Drills, observations and analysis of others. Group work, individual skills. Team games in competitive situations. Reciprocal sheets and score cards.</p> <p>Rounders club after school and inter school competitions and tournaments.</p>	<p>Rounders: Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.</p>

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	Intent	Implementation	Impact	
Year 8	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<p>Health Related Exercise (fitness): In this unit pupils will learn how to take their heart rate, understand the changes in heart rate whilst exercising and the different training zones. They will use different equipment and look at the effects different exercises have on the heart. Health Related Exercise: Circuit training, weight training, HIIT. Sets and reps. Think pair share.</p>	<p>Understand how exercise keeps the heart healthy. Pupils should understand the effects of exercise types on the heart.</p> <p>Key skills include: determination, resilience. A responsible attitude to health and safety. Numeracy skills.</p>	<p>Health Related Exercise: Pupils will learn how and where to take their pulse. They will learn the benefits of the different training zones. Success criteria conveyed through pupil or teacher modeling. Recording heart rate and training zones.</p>	<p>Health Related Exercise: Gain skills necessary to be able to take their own pulse rate. Pupils will be observed taking and recording pulse rates. Pupils will be able to use training zones to plan their training.</p>
	<p>Invasion Games: To include Netball/Football/Basketball/Rugby</p>	<p>Invasion Games: Demonstrate basic movements including running, jumping,</p>	<p>Invasion Games: Pair and team activities focusing on a variety of skills and</p>	<p>Invasion Games: Be able to understand the concept of an</p>

	<p>In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. These include catching, throwing, kicking, dodging and shooting. Development of the principles of attack and defence in a variety of different invasion games. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p> <p>Invasion Games: Football/Netball</p> <p>Develop Passing</p> <p>To be able to perform a wide variety of passes. Understand the importance of receiving correctly. To be able to perform these in a small sided game. To be able to outwit opponents with a variety of passes</p> <p>Outwitting a defender</p> <p>To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns, footwork and body feints.</p> <p>Develop Attack</p> <p>To be able to outwit opponents using learnt skills and techniques at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play.</p>	<p>kicking and catching techniques applied with some coordination and control. Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Show a basic tactical awareness and react to opponent's pressure in a small sided game.</p> <p>Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Develop knowledge of the major rules and laws involved. Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending.</p>	<p>techniques. Small sided conditioned games, Q and A and coaching and leadership opportunities. Analysis of own and others performances to identify strengths and weaknesses.</p> <p>Conditioned games, Skill sessions, modified games and video analysis. Use of worksheets to assess technique and give feedback. Test of rules of games as homework</p> <p>Extra curricular clubs and competitions</p>	<p>invasion game and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer Assessment.</p> <p>Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self-coaching)</p>
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	<p>Defensive strategies/tactics</p> <p>To be able to perform and develop defensive strategies i.e Tackling, jockeying, forcing onto weaker foot, switching, blocking, delaying. To understand when to defend and how to stop opponents from advancing.</p> <p>Rugby:</p> <p>In this unit pupils will focus on;</p> <p>Recap passing & refine handling skills</p> <p>To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To confidently describe the rules of rugby league.</p> <p>Developing passing/ 4 vs 2</p> <p>To understand and accurately replicate the scissors & miss pass, and how to receive it. To create and develop varying strategic ways of getting past defenders. To understand the rules of rugby league i.e. 5 tackles + play the ball. To perform skills in a small sided game with pressure from opposition.</p>	<p>Rugby: Perform the necessary fundamental movement & tag rugby skills that allow them to read their environment and make appropriate decisions. Use a sound understanding of the principles of attack when planning their approaches to competitive games. Tactical awareness is improving and responds to changing situations.</p>	<p>Rugby: Warm – up games and activities, pair work and group work. Conditioned games and Relay races. Specific Drills focusing on different skills. Leadership and organisational opportunities within a tournament type Event. Extra- Curricular club to enhance movement vocabulary and skill level.</p>	<p>Rugby: To understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.</p>
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	<p>Kicking To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it.</p> <p>Tactical play/outwitting opponents To develop knowledge and understanding of strategic play used to outwit opponents. To be able to change and refine tactics based on the analysis of certain plays and opposition. To confidently describe the laws of rugby league and officiate parts of a game.</p> <p>Basketball:</p> <p>Develop Passing/Pivoting & Dribbling/Triple Threat To be able to perform passing and receiving techniques and use them to outwit opposition. To be able to perform these in a small sided game with success. To use dribbling technique correctly and understand what constitutes a double dribble and traveling.</p> <p>Attacking and outwitting an opponent.</p>	<p>Basketball: Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played. Players make correct decisions inline with rules. These decisions are also benefiting the team. Performers are conscious of making the correct decision and see the game steps ahead of others.</p>	<p>Basketball: Warm- up activities and ball familiarisation. Dribbling, passing and shooting activities and small game situations. Conditioned games.</p> <p>Extra-curricular clubs and competitions.</p>	<p>Basketball: Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use observation to analyse an individual's techniques. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning)</p>
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	<p>To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half.</p> <p>Defence – Defending Skills To be able to outwit opponents with the use of defending skills. <i>i.e. interception, strip, side step.</i> To be able to perform skills in a small sided game making decisions about how best to stop opposition.</p> <p>Develop Shooting – jump shot To perform the jump shot appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using accurate replication of shooting techniques</p>			
	<p>Net and Wall Games: Badminton: In this unit pupils will be introduced to some attacking shots, they will focus on the smash and drop shot. They will develop the notion of shuttle movement into space and refining tactics based on opponents weaknesses Games will develop into full court singles and pupils will learn to score a full game.</p> <p>how to grip the racket in forehand and backhand shots. They will develop rallies using overhead clears. Pupils will replicate basic backhand and forehand shots and movement skills necessary to outwit opponents with increasing</p>	<p>Badminton: Show a developing ability to attack a midcourt shot or serve using a smash and to disguise a drop shot. Show a tactical awareness by developing their positioning and focussing on their opponent's weakness.</p>	<p>Badminton: Pair work, competitive situations, drills, Q and A. Demos of techniques and knowledge. Understanding of rules and. Extra-Curricular club to develop skill level.</p>	<p>Badminton: To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement.</p>

	<p>pressure. Scoring games will be developed by using half court games</p> <p>To develop physical numeracy. Pupils should begin to accurately score and officiate mini badminton games.</p>			
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	<p>OAA - Orienteering: In this unit pupils will focus on further developing map reading skills. Pupils will work with others to find the best routes and solve clues.</p>	<p>OAA: Work effectively in a small group often leading others. Show a good understanding of communication and can adapt to suit the ability of others. Be able to navigate and help partners through effective communication using concise commands/instructions</p>	<p>OAA: Problem Solving activities, focusing on leadership, communication, teamwork and trust activities. These will be achieved through group and pair work utilising a range of equipment and puzzles. Extra- Curricular Team Building event run by the school..</p>	<p>OAA: See the difference between their performances and others and use this knowledge to improve. Uses prior knowledge to aid planning and is successful in identifying strengths and weaknesses in own and group performance of tasks.</p>
	<p>Dance: In this unit pupils will explore choreography skills using a chosen dance style. Pupils will explore the use of unison, formations, cannons, ripples, levels and opposition. Pupils will demonstrate creativity by developing choreography to incorporate the focus choreography skills into their routines. Pupils should continue to demonstrate the basic performance skills learned from the previous year's unit. Pupils will plan in advance to perform the final piece of work considering costume and performance space.</p>	<p>Dance: Develop choreography and perform a routine in groups using the range of choreography skills to set music. Perform dance movements with control and will show a range of well- coordinated choreographed movements to the set music. Pupils should be able to identify the main aspects of a good performance and will work with others in the group to discuss and give constructive feedback to their peers.</p>	<p>Dance: Warm-up, skill rehearsals, partner work, group work, demonstrations, Q and A, constructive feedback, understanding of key terms, muscle and bone names,</p>	<p>Dance: Gain the necessary skills to be able to perform a dance routine and be able to differentiate between the different styles and what is needed to achieve the styles aesthetically through the movements. Pupils will be able to evaluate their own and others' strengths and weaknesses in a performance scenario. They should be able to suggest areas for improvement within their feedback. They should have gained basic knowledge to be able to name and locate basic muscle and bones in the body. Have basic knowledge of the respiratory system, using breath throughout the activity.</p>

	<p>Maximising Performance: Athletics</p> <p>In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.</p>	<p>Athletics:</p> <p>Understand the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Be able to recognise that different types of activities require different types of fitness.</p>	<p>Athletics:</p> <p>Warm up practices to include SAQ and endurance running at the beginning of the lesson. Individual targets to improve their own ability and achievements. Competitions in each event. Analysing clips and coaching each other.</p> <p>Sports day, inter school competitions, county competitions.</p>	<p>Athletics: Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modelling, digital stills & video recordings.</p>
	<p>Striking and fielding:</p> <p>Rounders: In this unit pupils will replicate and improve skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Pupil should develop physical literacy/body movement competence and begin to accurately score games.</p>	<p>Rounders:</p> <p>Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use rounders to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.</p>	<p>Rounders:</p> <p>Warm – up games, observations and analysis of others. Group work, individual skills. Team games in competitive situations. Reciprocal sheets and score cards.</p> <p>Rounders club at lunchtimes and inter school competitions and tournaments.</p>	<p>Rounders:</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.</p>

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	Intent	Implementation	Impact	
Year 9	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<p>Health Related Exercise (fitness): In this unit pupils will explore and learn the 10 components of fitness and be able to test and measure themselves and their peers accurately. They will gain experience and knowledge of how we can link each component of fitness to different sports and give sporting examples.</p>	<p>Pupils should understand the 10 different components of fitness and be able to relate these to a sport/sporting example. Key skills include: how to develop methods of training to improve each component.</p>	<p>Pupils will learn how to participate in a fitness test and be able to accurately measure and record their scores. Pupils will show an understanding on how to further develop each component. Success criteria conveyed through pupil or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed.</p>	<p>Pupils will use fitness test books and have each component measured and recorded in these booklets. Pupils will also evaluate their scores using summative and formative assessment and develop an action plan to further improve the components.</p>
	<p>Invasion Games: Football/netball Recap fundamentals To demonstrate knowledge & understanding of rules. To perform a variety of passes at speed and with control. To be able to perform these in a small sided game to outwit opponents. To be able to catch/control the ball from a variety of</p>	<p>Invasion Games: Demonstrate basic movements including running, jumping, kicking and catching techniques applied with some coordination and control. Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Show a basic tactical awareness and react to opponent's pressure in a small sided</p>	<p>Invasion Games: Pair and team activities focusing on a variety of skills and techniques. Small sided conditioned games, Q and A and coaching and leadership opportunities. Analysis of own and others performances to identify strengths and weaknesses. Conditioned games, Skill sessions, modified games and video analysis.</p>	<p>Invasion Games: Be able to understand the concept of an invasion game and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and</p>

	<p>situations with improved technique and greater consistency.</p> <p>Use of space/court linkage To be able to make decisions about sending and receiving the ball into a space, positioning themselves intelligently to receive a pass. To be able to outwit opponents using a variety of passes and movement with accuracy and timing.</p> <p>Attacking principles To demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession.</p> <p>Defending principles To accurately replicate effective marking techniques and intercept any passes sent towards them. To outwit opposition when applying defending principles and when devising game plans. To evaluate individual performances and suggest ways to improve.</p>	<p>game.</p> <p>Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Develop knowledge of the major rules and laws involved. Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending.</p>	<p>Use of worksheets to assess technique and give feedback. Test of rules of games as homework</p> <p>Extra curricular clubs and competitions</p>	<p>processes developed. Observation and peer Assessment.</p> <p>Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self-coaching)</p>
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	<p>Rugby:</p> <p>Passing & Use of space To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities.</p> <p>Outwitting opponents- 5 vs 3 To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition.</p> <p>Tackling To develop an understanding and knowledge of how to perform a tackle and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.</p> <p>Restarting play To be able to perform restarts with the correct technique. To understand how a restart occurs (penalty/ 40-20) and the necessary positions. To combine the use of passing & tackling to outwit opponents.</p> <p>Scrum development</p>	<p>Rugby:</p> <p>Perform the necessary fundamental movement & tag rugby skills that allow them to read their environment and make appropriate decisions. Use a sound understanding of the principles of attack when planning their approaches to competitive games. Tactical awareness is improving and responds to changing situations.</p>	<p>Rugby:</p> <p>Warm – up games and activities, pair work and group work. Conditioned games and Relay races. Specific Drills focusing on different skills. Leadership and organisational opportunities within a tournament type Event. Extra- Curricular club to enhance movement vocabulary and skill level.</p>	<p>Rugby:</p> <p>To understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.</p>
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	<p>To develop the knowledge and understanding of how to form a small 3 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrummage skills into a small sided game after an infringement.</p> <p>Basketball:</p> <p>Attacking/Outwitting an opponent. To be able to perform passing, receiving, dribbling, shooting techniques to outwit opposition. To be able to perform a combination of these skills in a small sided game with success. To understand and develop knowledge of required fitness and diet required to sustain a good basketball performance.</p> <p>Develop shooting – lay up To perform and accurately replicate a range of lay up variations to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To perform the non dominant lay up and make decisions about choice of techniques in each situation.</p> <p>Defence – Zone To be able to outwit opponents with the use of defending skills.<i>i.e. zone and man to man defense.</i> To be able to perform skills in</p>	<p>Basketball: Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played</p>	<p>Basketball: Warm- up activities and ball familiarisation. Dribbling, passing and shooting activities and small game situations.</p>	<p>Basketball: Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use observation to analyse an individual's techniques. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning)</p>
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	<p>a small sided game making decisions about how best to stop opposition. To develop an understanding about how to legally mark opponents.</p> <p>Strategies for attack/ 3 man weave To develop an understanding about attacking principles related to basketball. To know the benefits of different strategies for attacking play. To perform and replicate a 3 man weave.</p> <p>Tactics To develop tactical strategies to outwit opponents. To understand and appreciate the need to use creativity when implementing strategies and refining ideas when unsuccessful. To understand and know advanced basketball rules. i.e. what makes a foul, contact & 3 seconds in the key.</p>			
	<p>Net and Wall Games: Badminton: In this unit pupils will focus on how to use basic principles of attack and defence to plan strategies and tactics for badminton. Pupils will replicate basic backhand and forehand shots, overhead clears and movement skills necessary to outwit opponents with increasing pressure. To develop physical literacy. Pupils should begin to accurately score and officiate mini badminton games.</p>	<p>Badminton: Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen shots. Use different speeds and can maneuver/manipulate the shuttle into a number of different positions. Accurately replicates other core skills when needed, these would include jumping, sprinting, balance, reaction time. Can maintain a rally. Begin to understand importance of strategy and tactics when attacking.</p>	<p>Badminton: Pair work, competitive situations, drills, Q and A. Use of reciprocal Sheets. Clips of techniques and knowledge and understanding of rules and regulations. Extra- Curricular club to enhance movement vocabulary and skill level</p>	<p>Badminton: To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.</p>

	<p>OAA - Orienteering: In this unit pupils will focus on further developing map reading skills with more intermediate level courses and maps. Pupils will work with others to find the best routes and solve clues. Courses include material from other subjects within the school curriculum such as Maths, English, Science and also general knowledge.</p>	<p>OAA: Work effectively in a small group often leading others. Show a good understanding of communication and can adapt to suit the ability of others. Be able to navigate and help partners through effective communication using concise commands/instructions</p>	<p>OAA: Problem Solving activities, focusing on leadership, communication, teamwork and trust activities. These will be achieved through group and pair work utilising a range of equipment and puzzles. Extra- Curricular Team Building event run by the school obibus.</p>	<p>OAA: See the difference between their performances and others and use this knowledge to improve. Uses prior knowledge to aid planning and is successful in identifying strengths and weaknesses in own and group performance of tasks. Pupils should use knowledge gained from other lessons and subjects in order to successfully complete the courses.</p>
	<p>Dance: In this unit pupils will study a unit based on stimuli and the theme of the Stranger Things. Pupils will be taught a key motif and will then add their own choreography using their own chosen dance style to represent a battle between the real world era 1980 and the upside down, This unit introduces the key terminology of 'stimuli' and pupils will get to explore what this term actually means. Pupils will choose their own soundtrack and costumes.</p>	<p>Dance: The intent behind this unit is to introduce the students to the term stimuli and for them to be able to understand in basic terms what this means. Pupils will have incorporated stimuli into all of their schemes previously but will not have known this specific terminology. They will also be recapping and developing their knowledge from previous units, together with the use of performance and choreography skills to put their pieces together.</p>	<p>Dance: Warm-up, skill rehearsals, partner work, group work, demonstrations, Q and A, constructive feedback, understanding of key terms, muscle and bone names, respiratory system, components of a warm up.</p>	<p>Dance: Gain the necessary skills to be able to perform a dance routine and be able to differentiate between the different styles and what is needed to achieve the styles aesthetically through the movements. Pupils will be able to evaluate their own and others' strengths and weaknesses in a performance scenario. They should be able to suggest areas for improvement within their feedback. They should have gained basic knowledge to be able to name and locate basic muscle and bones in the body and the respiratory system. Be able to recognise the components of a warm up and be able to lead on effectively.</p>

	<p>Maximising Performance: Athletics Athletics: In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.</p>	<p>Athletics: Understand the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Be able to recognise that different types of activities require different types of fitness.</p>	<p>Athletics: Warm up practices to include SAQ and endurance running at the beginning of the lesson. Individual targets to improve their own ability and achievements. Competitions in each event. Analysing clips and coaching each other. Sports day, inter school competitions, county competitions.</p>	<p>Athletics: Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modeling, digital stills & video recordings.</p>
	<p>Striking and fielding: Rounders: In this unit pupils will replicate and improve skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Pupils should develop physical literacy/body movement competence and begin to accurately score games.</p>	<p>Rounders: Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use rounders to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.</p>	<p>Rounders: Warm – up games, observations and analysis of others. Group work, individual skills. Team games in competitive situations. Reciprocal sheets and score cards. Rounders club at lunchtimes and inter school competitions and tournaments.</p>	<p>Rounders: Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.</p> <p>Cricket</p>

