

| Subject | Year | Term |
|---|---|---|
| Physical Education | 7 | Spring 2 |
| Topic | | |
| Develop core skills. | | |
| Content (Intent) | | |
| Prior Learning (Topic) Introduce and explore core skills | | |
| <ul style="list-style-type: none"> • Dance: Actions – Travelling, weight transfer, Turning, Jumping, Gesture, Stillness, Dynamics – Weight, Space, Time, Flow, Spatial Features. Relationships • Football: Receiving the ball, Sending the ball. Movement off the ball. Dribbling. Tackling. Possession Play. • Netball: Footwork, Pivoting, Chest pass, Shoulder pass, Bounce pass, Dodging, Man – Man marking, Small sided game • Handball: Passing, footwork, moving with the ball, shooting. • Hockey: Passing – push pass, slap hit, hit, receiving open side, Moving with the ball – straight dribble, Indian dribble, Elimination skills – drag right to left, drag left to right | | |
| Future Learning (Topic) Introduce, explore and develop core skills | | |
| How will knowledge and skills be taught? (Implementation) | How will your understanding be assessed & recorded (Impact) | |
| <p>Dance: Pupils will be taught the elements of dance style (action, space, dynamics, relation) in one particular dance style. They will learn to identify and use simple compositional principles (motif, repetition). They will work co-operatively in a small group to develop a set motif in terms of relationship features. Pupils should communicate the mood of the motif through the set motif. Activities should include the individual performing their motif to a partner, group work development of motif to another group. Pupils refine their performance of the developed motif which will be assessed.</p> <p>Football/Netball/ Handball/ Hockey: Basic ball work will be essential for all pupils. Practices should wherever possible involve the pupils in contact with the ball. Care must be taken to ensure practice is varied and challenging for all abilities. Small sided practices and possession games to be employed to further develop individual technique and to develop tactical understanding and the appreciation of rules of the game and their importance. Relevant warm-up routines should be developed, preparing the circulatory and skeletal muscular systems for exercise. (Wherever possible these should also be performed with a ball.)</p> | <p>Pupils to be assessed in line with grade descriptors at the end of each unit with grade and targets for improvement written on PE record sheets in their planners. Grades reported in interims.</p> <p>Core skills for assessment to include</p> <p>Dance: Pupils will be assessed on their ability to plan a perform and dance routine including the compulsory motif. Timing, use of levels and mood to portray the music will also be assessed. Partner assessment of travelling and dynamic motif in lessons linked to self-evaluation. When appropriate, filmed evidence to allow for extended self-assessment.</p> <p>Football/Netball/ Handball/ Hockey: Ability to perform basic skills individually and in game situations. Decision making skills e.g. when/where to pass, tackle, evade. To begin to act as officials in small sided games.</p> | |
| How can parents help at home? | | |
| Research playing positions, rules and regulations of the sports covered. Allow and encourage practise time for Dance compulsory motif. Encourage participation in extra-curricular clubs, house and school teams. | | |
| Helpful further reading/discussion | | |
| <p>Reading/ Vocabulary Lists</p> <p>Warm-up and cool down. Key muscle groups in stretching. Understanding of sequences in gymnastics. Names of playing positions specific to Football, Netball Handball and Hockey.</p> | <p>Numeracy</p> <p>Pupils can use timing when developing a motif and routine in dance. Pupils given the opportunity to develop numeracy through the use of sports specific scoring systems in full or modified games.</p> | <p>Careers Links</p> <p>Roles in coaching and sports leadership.</p> |