

| Subject  | Year   | Term  |
|--|--|---|
| Physical Education   | 8  | Autumn 1  |
| Topic  |  |   |
| Develop and embed core skills.   |  |   |
| Content (Intent)   |  |   |
| <b>Prior Learning (Topic)</b> Introduce, explore and develop core skills.  |  |   |
| <ul style="list-style-type: none"> <li>• <b>Gymnastics:</b> Working in pairs creating sequences. Mirror image, matching. Counter tension/counter balance, Symmetrical and asymmetrical. Inversion. Group work on major apparatus.</li> <li>• <b>Rugby:</b> Embed passing, Tackling, <math>\frac{3}{4}</math> Alignment, introduce the scrummage, mauling and rucking. Modified small games</li> <li>• <b>Hockey:</b> Reaffirm skills of passing, control and dribbling. Tackling, jab and block tackle. Skills based in small sided games. Long corners. Short corners. Rules of play.</li> <li>• <b>Basketball:</b> Basic dribbling skills. Chest pass. Bounce pass. Set shot. Jump shot. Basic lay up. Small sided games. Modified rules of play.</li> <li>• <b>Additional Fitness:</b> Importance of fitness for life, training zones, principles of training and training methods.</li> </ul>  |  |   |
| <b>Future Learning (Topic)</b> Embed consistency in core skills  |  |   |
| How will knowledge and skills be taught? (Implementation)  | How will your understanding be assessed & recorded (Impact)  |   |
| <p><b>GYM:</b> Pairs routines to develop an understanding of basic concepts. Basic movement work will be essential for all pupils, including flight, travel, balance and rolls. Through the production of simple sequences pupils will be encouraged to refine actions involving extension, body tension and clarity of body shape. Pupils will be given the opportunity through sequence work to show greater variety in their routines by demonstrating change of speed, direction, levels and pathways. This work will be covered through floor work and the use of apparatus.</p> <p><b>Rugby/Hockey:</b> Practices should wherever possible involve the pupils with the ball. Care must be taken to ensure practice is varied and challenging for all abilities. Small/medium sized practices and possession games should be employed to further develop individual technique and to develop tactical understanding and the appreciation of rules of the game and their importance.</p> <p><b>Basketball:</b> Introductory activities without opposition 2's, 3's dribbling, passing and receiving skills. Differentiate e.g. pace or court size. 2v1, 3v1 possession games creating and denying space working towards 3v3, 4v4 small court games. 2v1, 3v1 invasion games, introduction to team skills 3v3, 4v4 small court games</p> <p><b>Fitness:</b> Principles of FITT, Training Zones and SPORT. Focus on active participation and fitness for life. Aerobic exercise each lesson. Interval, Circuit, Fartlek and Continuous training. Setting personal targets.</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><b>GYM:</b> Ability to perform range of movements with a partner. Use flight where appropriate. Show understanding of how to refine and improve quality of movement. Showing increased difficulty and variety in routines, e.g. change of speed, level and direction. Able to move large apparatus safely.</p> <p><b>Rugby/Hockey:</b> Ability to perform basic skills individually and in game situations with greater efficiency. Decision making skills e.g. when/where to pass, tackle, evade. To begin to act as officials in small and medium sized games.</p> <p><b>Basketball:</b> Ability to perform basic skills individually and in game situations. Decision making skills e.g. when/where to pass, shoot etc. To begin to act as officials in small sided games</p> <p><b>Fitness:</b> Understand principles of warm-up. Knowledge and understanding of training zones and training methods.</p> |   |
| How can parents help at home?  |  |   |
| Research playing positions, rules and regulations of the sports covered. Encourage participation in extra-curricular clubs, house and school teams. Encourage participation in physical exercise at least 3 times a week for a minimum of 20 minutes.  |  |   |
| Helpful further reading/discussion   |  |   |
| <b>Reading/ Vocabulary Lists</b><br>Warm-up and cool down.<br>Key muscle groups in stretching.<br>Understanding of key words in gymnastics.<br>Names of playing positions specific to Rugby, Hockey and Basketball.<br>SPORT and FITT in fitness.  | <b>Numeracy</b><br>Pupils can estimate time in developing sequences. Pupils can use of sports specific scoring systems in full or modified games.<br>Estimating time and measuring distance in interval/ continuous training and timing in circuit training.   | <b>Careers Links</b><br>Roles in coaching and sports leadership.<br>Medical roles looking at cardio-vascular fitness and sports rehabilitation. |