

Subject	Year	Term
Physical Education	8	Spring 1
Topic		
Embed consistency in core skills		
Content (Intent)		
Prior Learning (Topic) Develop and embed core skills		
<ul style="list-style-type: none"> • Football: Receiving the ball. Sending the ball. Movement off the ball. Dribbling. Tackling. Heading. Principles of play. • Tag-Rugby: Passing and receiving the ball. $\frac{3}{4}$ play. Small modified games. • Handball: Types of pass, receiving the ball. Movement and dribbling. Shooting and footwork. Conditioned games. • Badminton: Grip and stance. Footwork. Service. Clear. Drop shot. Conditioned games. • Additional OAA: Communication skills, Trust exercises, Team building and problem solving. 		
Future Learning (Topic) Develop and embed consistency of core skills		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Football/Tag-Rugby/Handball: Practices should wherever possible involve the pupils in contact with the ball. Basic ball work will remain essential for many pupils. Care must be taken to ensure any such practice is varied and challenging for all abilities. Small sided practices and possession games should be employed to further develop individual technique and to develop tactical understanding and appreciation of rules of the game and their importance.</p> <p>Badminton: Footwork based activities using the lines of the court. Whole group teaching of basic skills and small group, 1 to 1 reinforcement. Use of cue cards to reinforce teaching points. Use of hand and racket feed to ensure correct technique. Modified games such as king of the court to maintain some level of game realism. Use of target games using either buckets, spots or hoops to mark areas for serve, drop or clear. Modified points scoring to reward correct shot selection. Half court to improve stamina and footwork as well as shot placement. Lead up to half court games with correct scoring.</p> <p>OAA: Team building challenges looking at problem solving. Aim to assess the processes used by pupils to achieve success and analyse failure. Develop trust within others through weight bearing and carrying activities. Pupils given the opportunity to experience a variety of roles within a group.</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>Football/Tag-Rugby/Handball: 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>Badminton: Ability to perform basic skills individually and in a game situation. Decision making skills e.g. which shot to use and when. To begin to act as officials in small modified games.</p> <p>OAA: Pupils ability to work within a team. Ability to overcome a challenge. Pupils demonstrate good communication skills through different roles.</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 team work and team building skills.		
Helpful further reading/discussion		
Reading/ Vocabulary Lists Warm-up and cool down. Key muscle groups in stretching. Names of playing positions specific to Football, Tag-Rugby and Handball. Core skills language used in badminton. Key team building language in OAA.	Numeracy Pupils can use of sports specific scoring systems in full or modified games. Pupils can estimate group numbers, weights and distances in problem solving activities.	Careers Links Roles in coaching and sports leadership. Team building skills used in armed forces and community sports work.