





YEAR 8 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>Half Term 1 Boys Futsal</p> <p>KQ1 – How can we pass and move effectively in order to create space and start an attack?</p> <ul style="list-style-type: none"> It is important that players can pass the ball and move into another space to give their teammates options to pass the ball. The players should be able to use different parts of the foot to control and pass the futsal. The quickest pass might be to use a different part of the foot other than the instep. When moving into space players need to show a change of speed. Player need to show they can vary pace and move quickly at times to find the space. <p>KQ2 – How can players effectively mark opponents making it difficult for them to play effectively?</p> <ul style="list-style-type: none"> Defender needs to be goal side Defenders must stand close to the attacker in order to mark them and make it more difficult for them Give opposing players as little time on the ball as possible. <p>KQ3 – How can we defend and attack as a team?</p> <ul style="list-style-type: none"> Futsal is a very fast game and teams can go from attacking to having to defend very quickly. Working as a team in both attack and defence is important. Players need to communicate with each other and ensure they help each other out. When players attack, they can do this as a team by moving up the pitch together as they move they will have more options to pass the ball if they move forward together. Understanding positions, like which side of the pitch to play on and sticking to set positions Players need to move into space and find new spaces quickly. 	<p>Key Methods of Delivery</p> <p>Paired work and small group work- opposed play to focus on marking opponents. Reciprocal coaching- Technique- EBI/ WWW- Feedback to develop and improve. TGFU- Small sided games Student led leadership- managing their own space and setting up drills and creating plays</p>
	<p>Suggested Activities/ Tasks</p> <p>Small area opposed passing grids Pacman chase game Students creating attacking plays Small sided/modified games</p>
	<p> Class Discussion</p> <p>Planned oracy opportunities for students to go here. Why is it important to mark players? Are there any skills we use in other sports that can be applied to futsal? What are tactics and how do they help us when playing competitively</p>
	<p> CC Links</p> <p>Possible cross curricular links to be suggested here. Maths – angles</p>
<p>Half Term 1 Boys Basketball</p> <p>KQ1 – What defensive tactics can be used to make it difficult for opponents to score in basketball?</p> <ul style="list-style-type: none"> Zone defence – zone or zonal defence requires players to retreat back into a defensive set up when they lose possession of the ball. Man-to-man marking – players need to identify a player on the opposing team and mark them. 	<p>Key Methods of Delivery</p> <p>Students will work in modified games to practice defensive strategies Teacher led guided discovery. Students find the best way to set up and use the tactics.</p> <p>Reciprocal teaching- technique of skills.</p> <p>Individual practice, triple threat position, applied into small sided drills and games.</p> <p>TGFU - Small sided or full 5v5 modified games. Students demonstrate skills and knowledge of rules and tactics being used.</p>



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<p>KQ2 – What is the triple threat positions and why is it effective to use this in a game?</p> <ul style="list-style-type: none"> Used when a player catches the ball, they hold it at waist height on the side of the body they feel most comfortable dribbling. The ball is held in the hands in the same way as it is for shooting. From this position the player has all 3 options available: pass, shoot or dribble. If they were being marked by a player, they could also easily pivot. <p>KQ3 – How can a player show a variety of passes?</p> <ul style="list-style-type: none"> Understanding what pass is best used over what distance is important when trying to keep possession. Chest pass and bounce pass are the most common passes, but they are not always the most effective, especially over a longer distance. Javelin pass is used for moving the ball over a greater distance. The ball is in one hand behind the players head, they need to transfer their weight from back to front as the elbow of the throwing hand comes through first followed by the hand the ball is in. Overhead Pass. This pass is held in 2 hands behind the head. As the pass is made the ball moves forward over the top of the head. This pass is used to get the ball over the top of a player. <p>KQ4 – How can footwork assist players when trying to keep possession of the ball?</p> <ul style="list-style-type: none"> The pivot is the most effective way of turning away from opponents or turning into a position to make a pass, shoot or dribble. The pivot allows a player to move one foot in as many different ways as they like as long as the pivot foot stays in the same place on the floor. Jump stops are a good way to stop if you receive a pass whilst running. A player can catch the ball in mid-air and land with both feet at the same time as to not take steps and travel with the ball. 	
	<p>Suggested Activities/ Tasks</p> <p>Possession game – moving the ball from one area to another after a minimum number of passes.</p> <p>Hot potato game – timed passing game</p> <p>Pivot play – non dribble game, students use pass, move and pivot.</p>
	<p> Class Discussion</p> <p>Planned oracy opportunities for students to go here.</p> <p>Why are certain passes more effective than others in a given situation? What are the tactical demands of basketball?</p>
	<p> CC Links</p> <p>Possible cross curricular links to be suggested here.</p> <p>Geography – Basketball played all over Europe and America. Science – trajecotry Maths – scoring, addition, pivots and angles Biology – size of players – what are the benefits of being taller</p>
<p>HALF TERM 2: Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively? Students to watch H&S induction and explore the equipment in the fitness suite (how to use it safely and effectively) students to work in pairs to spot each other to ensure that they are using the correct technique.</p>	<p>Key Methods of Delivery</p> <p>Paired work- spotting/ H&S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW Group work- exploring different types of training methods.</p>



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<ul style="list-style-type: none"> • Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. • Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies. <p>KQ2- Describe the effects of exercise on the body? Students to learn the various benefits of taking part in regular exercise- boost self-esteem, mood, sleep quality and energy levels. Reduce the risk of stress/ depression/ heart disease. Tackle obesity- Yr 6- our immediate community is currently at around 40% on average compared with national average of 30%.</p> <ul style="list-style-type: none"> • Skeletal- Short Term- Increased production of synovial fluid within joints- Reduces impact of exercise on the joint. Long term- Improve bone density/ strengths ligaments- helps reduce the risk of osteoporosis. • Muscular system- Short term- Increased blood flow to your muscles. Increase in muscle temp (1/2 degrees) allows them to be more flexible. Physical activity increases alertness as hormones are released. Long term- Increased number thickness of muscle fibres. Increased speed/ strength of muscular contractions. <p>Other effects on the body- Short term effects- Increase HR/SV- Long-term effects- body systems become more efficient. Control of weight improve mental health and reduce the risk of cardiovascular diseases/ type 2 diabetes. <i>How do muscles work together to produce movement?</i> <i>Antagonistic Pairs-</i> 1 muscle contracts, the other relaxes. E.g. biceps and triceps- The tricep relaxes (lengthens) and the bicep contracts (shortens) to lift the arm during a bicep curl.</p> <p>KQ3- What are the component of fitness/ basic training methods? COF- Aerobic Endurance, Muscular Endurance, Flexibility, Speed, Strength, Power, Body Composition. Training methods- Continuous training, interval training, weight training, circuit training, speed training.</p>	<p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> • Students work in small groups to design and implement a progressive training programme. The programme should allow students to explore COF and basic training methods- (E.g. select 2 types of training methods and incorporate them into their programme) Sheets can be used to design the programme and track progress over the sequence of lessons.
	 <p><u>Class Discussion</u> Describe the short- and long-term effects of exercise on the muscular and skeletal system. Can you find the links between the components of fitness and the basic training methods we have learnt about? E.g. aerobic endurance and continuous training.</p>
<p>Boys- Handball KQ What are the basic skills are needed to be learnt to play handball? What are the key teaching points for these skills? Students to recap these skills: Passing with control, accuracy and consistency (e.g. overhead/ bounce/ arrow) Catching/ receiving a ball consistently using the correct technique some students will develop the skill of using use one hand. Shooting- students should consistently use the correct technique- this will include the jump shot. Teaching points Point the non-throwing arm at the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. (Jump shot you should release the ball at the highest point of jump and just in front of your head) Release the ball sharply downwards at the required target.</p>	 <p><u>CC Links</u> PSE- Healthy living DT- Cooking- Diet and nutrition/ Eat well plate Science/ Biology- Anatomy and Physiology</p> <p><u>Key Methods of Delivery</u> Paired and small group work. Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team. TGfU- small sided conditioned games leading to Full sided competitive games</p> <p><u>Suggested Activities/ Tasks</u> In lines take it in turns to run with the ball/ introduce a defender (at first must shadow and not try to get possession and then introduce where they must try to take possession). 2v1, 1v1 in a 4mx4m area (must dribble when you receive the ball). 3v3 5mx5m area students to develop their decision-making skills of when to dribble or when to pass. Students will participate in regular 7v7 games to emulate the full game. Students to officiate games</p>



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<p>- students to demonstrate these individually with and without a GK. Then into 2v3 situation and moving into small sided conditioned games.</p> <p>KQ- How do we move forward while in possession of the ball? This will include the development of the importance of decision making.</p> <p>KQ- What are the basic rules? Students to officiate.</p> <ul style="list-style-type: none"> • A match consists of two periods of 30 minutes. • Each team consists of 7 players; a goalkeeper and 6 outfield players. • Outfield players can touch the ball with any part of their body that is above the knee. • Once a player receives possession, they can pass, hold possession or shoot. • If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling. • Only the goalkeeper is allowed to come into contact with the floor of the goal area. 		<p><u>Class Discussion</u></p> <p>What are the basic skills are needed to be learnt to play handball? What are the key teaching points for these skills? What impacts your decision making? What are the basic rules? Can you evaluate your own and others performance?</p>
<p>KQ- You should select and apply the skills and tactics required for handball in both attacking and defensive situations</p> <p>Movement on/ off the ball- passing and moving into space/ use a variety of passes.</p> <p>Positions and roles in handball- what students suit each role.</p> <p>The goalkeeper defends the goal</p> <p>The centre is a creative handball player who directs play at both ends of the court.</p> <p>Left & right backs are usually the largest players on the team. When defending, they try to block shots, and in attack they are the long-range handball shooters.</p> <p>The circle runner is the force in attack and a disruption to opponents when defending. He/she is quick and gets in among opposing defenders to either create openings for teammates or to get into a good scoring position.</p> <p>Left & right wingers are fast players who patrol the sides of the court. They Defend and attack.</p> <p>KQ- Can you evaluate your own and others performance? Feedback must be constructive for students to have secure knowledge and understanding and demonstrate progress.</p>		<p><u>CC Links</u></p> <p>PSE- British values. Respect, values and tolerance Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries) Health and Social care- healthy lifestyles Maths- angles and trajectory.</p>
<p>HALF TERM 3: Rugby</p> <p>KQ1 - To re-cap on how we successfully handle, carry and pass the ball as well as how to perform the correct technique in passing and catching (handling) using both sides of the body.</p> <p>A) Hip bum across the tummy to the chest of the person who you are passing to.</p> <p>B) Keep your eyes on the ball, use two hands to catch the ball, bring the ball into your chest.</p>		<p><u>Key Methods of Delivery</u></p> <p>Paired work/ Group work - throwing and catching the ball over a variety of distances.</p> <p>Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team.</p> <p>TGFU- small sided conditioned games leading to Full sided competitive games</p>



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<p>KQ2 Do you understand how to perform the correct and safe technique when tackling (must demonstrate) in a conditioned game situation.</p> <p>A)-Pupil on their knees and practice collapsing their body. -Pupil then tries it from crouching. -Pupil then tries to collapse from standing. B)-Pupils learn how to tackle one another.</p> <p>KQ3- Can you Identify and understand the different positions and roles on the pitch</p> <p>Students to learn the different positions and what attributes are important for each position. Have a better knowledge of the following- Forward, backs, scrum half, and winger. (students to participate in different positions.)</p> <p>These will then be demonstrated and performed in the 7v7 conditioned games. Peer observations and students participating in a variety of positions will secure student's knowledge.</p> <p>KQ4 - What tactics are required to be successful in rugby? A) Understand when to pass or keep possession of the ball when trying to outwit an opponent. B) Understand the role of each player in rugby, depending on their position. C) Develop your leadership skills and how this has a positive impact within rugby</p> <p>KQ5 -What are the basic rules of rugby? Develop your knowledge and understanding of the rules and regulations.</p>	
<p>HALF TERM 3- Ultimate Frisbee KQ1) Can you describe and display the rules and regulations during game play?</p> <p>A) 7 players in a team- End zones set up at each end of pitch. Play is initiated after each score- The disc can be thrown in any direction by completing a pass to a teammate. Players cannot run with the disc (however, offensive players can take up to 3 stopping steps). You have 10s to complete a throw.</p>	<p><u>Suggested Activities/ Tasks</u></p> <p>In groups, line up and pass the ball from side to side- first walking, then jogging and then at match pace. Small conditioned games 2v1, 3v2. Students to pass the ball from both sides of the body. Decision making. Students to be involved in 7v7 and to introduce more in-depth knowledge of tactics and positional play. Use of tackle bags and body pad to demonstrate and practice basic elements of tackling. Games- Tag rugby, in contact games only bear hugs and grab tackles should be used. Peer observations and students participating in a variety of positions will secure student's knowledge.</p> <p> <u>Class Discussion</u></p> <p>What are the key points of the technique of the skills learnt throughout the lessons? What tactics are required to be successful in rugby? What are the basic rules of rugby? What is the offside rule? When is a foul given (give examples)? When are you able to kick the ball forward? When is a scrum awarded? What position is best suited to a tall strong/ fast and agile person?</p> <p> <u>CC Links</u></p> <p>PSE- British values. Respect, values and tolerance Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries), components of fitness e.g. anerobic and aerobic, power Maths- shape of ball, trajectory and angles when passing, kepping score of points in games Geography- Rugby workd cup held</p> <p><u>Key Methods of Delivery</u></p> <p>Reciprocal coaching- Throwing the disc with a flatter trajectory - Technique- EBI/ WWW- Feedback to develop and improve. TGFU- Small sided games Group work/ Student led leadership- Setting up own activities/ being creative. Strike attack counter attack- when SA is called, defensive players stand still for 5s.</p>



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<ul style="list-style-type: none"> When a pass is not completed (out of bounds, drop, interception, stalled-more than 10s) = loss of possession Non-contact game, self-officiating, spirit of game. <p>KQ2) How do we throw the disc with a flatter trajectory/ longer distance?</p> <p>A) Keeping the disc parallel and low to the ground is important- Key element is spin on the disc- pull your wrist as far back it will go and snap it forwards while bringing your arm through the motion. Point in the direction of target and transfer body weight forwards fully.</p> <p>KQ3) What are the basic attacking and defending strategies during game play?</p> <p>Attacking- The Stack/ Pump Fake/ 10s</p> <p>A) The Stack- Attacking team creates space by standing in a vertical line down the middle of the pitch- this creates open lanes at the sides and maximises the amount of space for players to run into)</p> <p>B) Pump Fake- Fake to pass 1 way when being marked and then pass the other. This can create space for you to throw the disc forwards towards to the end zone.</p> <p>C) 10s- Use this time wisely when attacking- better decisions/ time to execute the right pass/ time for players to make runs towards end zone. However, sometimes counter attacking works better when defenders are out of position.</p> <p>Defending- Man to man/ Zonal Cup defence/ Work as a team. Get organised quickly when loss of possession.</p> <p>A) Man, to man- each player on your team is assigned to mark a member of the other team- follow them when they have the frisbee (either full court/ when they get in your half) no contact- make it difficult for them.</p> <p>Zonal Cup Defence-Block off as much space as possible- 3 players surround person with disc, 1/2 stay back as the quarter backs protecting teams end zone= 1 player goes left side. 1 player goes right side.</p>	<p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> Throwing the frisbee over further distances in small groups (Evaluation task to help students develop and improve. Strike attack counter attacking Full-sided games to showcase developing knowledge of tactics, including the stack, the pump and zonal cup defence.
	 <p><u>Class Discussion</u></p> <p>What attacking and defensive tactics could we use to make it more difficult for the opposing team?</p> <p>How could we flatten out the trajectory of the disc so it reaches our intended target faster?</p>
	 <p><u>CC Links</u></p> <p>PSE- British Values- tolerance- different ability levels, students from different cultures/ religions.</p> <p>Maths- Trajectory of disc/ create angles to throw past and through defence line towards end zone.</p>
<p>HALF TERM 4: Dodgeball</p> <p>KQ1- Can you demonstrate and describe the rules and regulations? A) Rules- 5 dodgeballs along centre line at the start of the rush. 2 balls on teams left are their designated balls-The centre ball is the only contested ball. The balls are not live until they have passed the return line. Key terms- Live balls, hits, blocking, stalling.</p> <p>B) Regulations- 6 players on a court</p> <p>Crossing over the neutral zone will result in an 'out' When players are out, they sit on the bench in order (first out, first in) when live ball is caught by a team mate.</p> <p>KQ2)- How do we throw and catch the ball with increased power/accuracy?</p> <p>A) Grip the dodgeball as tight as possible in your hand/ try to keep shoulders relaxed. Crow step- step with left, then behind with right (Side step for longer stride) helps to gain momentum/ speed. Use the whole of the body/ full transfer of weight from side to front and follow through over to opposite shoulder. Aim below the knee/ at players shins to avoid being caught out.</p>	<p><u>Key methods of delivery</u></p> <p>Group work/ TGFU- Game appreciation/ tactical awareness/ showcase decision making</p> <p>Reciprocal coaching/ Record and Review- to highlight strengths and areas for development.</p> <p>Student led leadership- Create a drill together develop both team and individual performance (Leadership skills)</p> <p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> Students work on technique for both throwing more powerful dodgeballs. Students to use equipment to design their own drills- (Moving targets- hoops, tower cones scattered various distances away from thrower, targets stuck on the wall- different sizes for both MA/LA. Full sided games- to display developing technical and tactical skills. During game play, the resting team can complete an analysis task- WWW/EBI regarding teams' tactics and strategies.



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<p>KQ3)- Can you apply and demonstrate effective tactics to outwit opposition in game play?</p> <p>A) Team tactics- After a team mate has thrown, get them to the back of the court asap. 25% of players get out in the early stages of the game so ensure that the best attacking players are kept out of it early on (stay at the sides of the court)/ they should get involved when your team has the majority of ball control (most balls)</p> <ul style="list-style-type: none"> • Use the full width of the court to throw balls from. Varying the angle makes it more difficult to detect incoming balls. • If you have 2 balls, throw 1 ball high into the air as a distraction (where there is space as you don't want to be caught out) • To keep ball control/ more chances of getting opposition out, throw hard and fast against back wall so balls come back to your side of the court. <p>KQ4)- Can you take on the role a leader to create a drill or activity that develops everyone on your team?</p> <p>A) Discuss this as a team and listen carefully to everyone's ideas before you finalise your decision. (Best idea can come from anyone) Use your imagination/ creativity/ different types of sports equipment (cones/ hoops etc) to make it more engaging. Introduce a points system to make it competitive/ more fun.</p>	<ul style="list-style-type: none"> • Create a drill that develops both team and individual performance (Leadership skills) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Class Discussion What changes have we got to make to our technique to throw the ball on a flatter/ more powerful trajectory? When working together to design a drill, how do we ensure that we maintain group cohesion and harmony?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>CC Links PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball. Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be. Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p> </div>
<p>Table Tennis</p> <p>KQ1) What are the basic rules and regulations of table tennis? First to 11 points (If 10-10- must win by 2 clear points) to serve, stand behind the table- the ball is placed on the palm of your hand and is throw up at least 16cm (6 inches) into the air before it is struck. In singles, you can serve from any position of the table to any position of the table. In doubles, the serve is always rom the right half court to the opposite right half court, after that you can hit it anywhere during a rally. In doubles is it alternate shorts, so you cant hit 2 shots in a row.</p> <ul style="list-style-type: none"> • No volleys/ cant put your hand on the table/ No second serves/ Let if the ball hits the net but bounces over during a serve. <p>KQ2) How do we safely set the table up/ put the table away correctly?</p> <p>A) Always put the tables away in pairs. The tables fold in the middle (for easier storage) so you should stand at either side of the table and carefully lift the table so the edges where you would serve from meet in the middle. Do not stand on the wheels and sensibly push the table back to the store.</p> <p>KQ3) Can you identify and demonstrate they key coaching points of the FH/ BH push shots?</p> <p>Push Shots</p> <ol style="list-style-type: none"> 1. Start with your bat just below chest height 2. Point your bat upwards so playing side is facing the ceiling. 3. As the ball approaches, bring the bat forwards and down under the ball. (Creates back spin) 	<p>Key methods of delivery Group work/ Pairs/ Reciprocal coaching/ record and review Student led leadership- creativity and imagination when creating activities.</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • Hand table tennis- introduce basic coaching points and get students to have a cooperative rally with their hand. • Battleships to develop accuracy and progression. MWN has the laminated resources. • Around the table to develop movement and footwork. • Student led leadership- designing their own accuracy service drills/ scoring systems. • Evaluation task- WWW/EBI- tactical/ technical analysis <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Class Discussion What are the service rules in table tennis? Can you talk the teacher through the perfect serve? (Rules, regs, technique, tactics) What tactics can you use to give you an advantage in the point?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>CC Links Maths- angles/ trajectory.</p> </div>



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<p>4. Bat should finish in front of you pointing in the direction you want the ball to go.</p> <p>KQ4) What are the basic tactics for table tennis?</p> <p>A) Move your opponent around the table/ hit into spaces/ Vary your strokes and direction/ vary the speed/ spin on the ball. Try to hit towards the back of the table so they have good depth. Work out your opponent's strengths and keep the ball away from that side.</p> <p>KQ5) What are the strengths and areas for development of your own/ others performance?</p> <p>Constructive feedback to help everyone develop and improve technique, WWW, EBI- (Personal development-key words)</p>		
<p>HALF TERM 5: Cricket</p> <p>KQ1- How do we field the ball?</p> <p>A) underarm throw from a short distance away B) overarm throw from a further distance C) decision making on which throw is more appropriate to the situation.</p> <p>KQ2 – How can we successfully catch from various heights?</p> <p>A) Below chest-</p> <ul style="list-style-type: none"> • little fingers together, hands big • fingers pointing down • watch ball into hands, bring into chest. <p>B) Above chest –</p> <ul style="list-style-type: none"> • hands in triangle, hands big • look through the triangle • catch to either side of the head, give with the hands. <p>KQ3 - What shots can we play to score runs?</p> <p>A) forward drive</p> <ul style="list-style-type: none"> • Front foot to the pitch of the ball • Bend knee and head over the ball • Elbows out, high bat • Swing bat through (rock the baby), high elbow <p>B) pull shot</p> <ul style="list-style-type: none"> • Same sideways stance, elbows out, high bat • Bat goes by the head, left arm across the body • Bring bat around in front of you and make contact in front of the body • Roll wrists to play the ball along the floor. <p>C) importance of footwork, hand-eye coordination and watching the ball</p> <p>KQ4 – How do we bowl?</p> <p>A) draw a 6, pull the apple from the tree B) brush ear with arm and release just after. C) be able to follow through the action to add more power D) be able to pitch the ball with consistency and accuracy. E) small run up added</p>	<p>Key methods of delivery Pairs/group work – batting drills to coach/feed the ball Reciprocal coaching – develop WWW and EBI</p>	
		<p>Suggested activities/ tasks Triangle drill – opportunity to practice all fielding methods Forward drive- batting off cone, gates can be added for direction. Progress to drop feed and underarm feed. Bowling drill- cones in front of the wickets on a good line and length, hit the cone pick it up and get a point.</p>
		<p>Class Discussion</p> <ul style="list-style-type: none"> • When would each throw/pick up need to be used? • What other sports can these skills be transferred to?
		<p>CC Links</p> <ul style="list-style-type: none"> • Maths – trajectory of bowling and angle of release. Trajectory in fielding • Physics- transfer of weight and levers



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<p>Tennis</p> <p>KQ1) – How do you correctly hold a tennis racket? A) handshake grip, thumb pointing down the side of the racket</p> <p>KQ2) – How do you make full contact with the ball? A) use of hand-eye coordination, watch the ball, hit in the middle of the racket B) keepy ups on both sides of the racket C) maintain a rally with a partner without a net to practice with a moving ball.</p> <p>KQ3) – What basic shots can we play in tennis? A) Forehand</p> <ul style="list-style-type: none"> • feet apart • knees slightly bent • contact by waist • Power • foot movement • hand eye coordination <p>B) maintain a rally using the forehand and footwork without a net.</p> <p>KQ4) - How can we improve our footwork? A) watching the movement of the ball to judge where to move B) agility and keeping on your toes to get to the ball with enough time</p>	<p>Key methods of delivery Pairs work- rallies Guided discovery- how to make contact with the ball</p> <hr/> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • Space invaders – in pairs, have to face the net and can only use the lines. 1 partner tries to catch the other • Relay races- range of races to develop hand-eye coordination and get used to holding the racket. <hr/> <div style="display: flex; align-items: center;">  <div> <p>Class Discussion</p> <ul style="list-style-type: none"> • What is hand-eye coordination? • Why is footwork important? • Which components of fitness are needed in tennis? </div> </div> <hr/> <div style="display: flex; align-items: center;">  <div> <p>CC Links</p> <ul style="list-style-type: none"> • Maths- trajectory of the ball to get over the net. • Biology- muscle pairs working to provide power </div> </div>
<p>HALF TERM 6: Softball</p> <p>KQ1 – How can we field successfully in Softball?</p> <ul style="list-style-type: none"> • Long barrier - move towards the ball at a controlled speed, get in line with the ball and get your whole body behind the ball. As quickly as possible bend both knees and twist sideways so that the knee of your strong leg touches the ground and touches the back of the heel of the other leg. Extend arms downwards, spread hands wide with little fingers touching each other. Pick up the ball and draw into the body, then stand up ready to make the best decision. <p>KQ2 – How can we pitch successfully in Softball?</p> <ul style="list-style-type: none"> • Underarm pitch - face target, with ball in dominant hand. Swing your arm forward, transferring your weight from your back foot to front foot. Release the ball when your arm is positioned in front of your body. Your fingers should be pointing at the target when the ball is released. <p>KQ3 – Can we play Softball using the correct rules and regulations?</p> <ul style="list-style-type: none"> • If a ball is caught direct from a bat, the batter is out • The bat must be held onto when running round the track 	<p>Key methods of delivery Students work in pairs and small groups to perform the long barrier. Guided discovery – what are the best methods to stop the ball successfully?</p> <p>Pitching is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p> <hr/> <p>In pairs, students roll the ball to one another to practice the long barrier. Progress to rolling the balls in different directions to make the fielder move</p> <p>Groups of 3 to practice the pitching technique. One pitches, one holds a hoop as a target, one acts as backstop.</p> <p>TGFU – play a full game to put the rules into practice.</p> <hr/> <div style="display: flex; align-items: center;">  <div> <p>Class Discussion</p> <p>Class discussion around the correct techniques, and why they should be used.</p> <p>Constructive criticism around WWW and EBI</p> </div> </div>



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<ul style="list-style-type: none"> The batter is out if the base is stumped whilst running towards it If the ball is hit backwards, the batter must stay at first base until the ball has crossed the batting line. A good ball is bowled between the batter's knee and head. 		<p>CC Links</p> <p>Maths – trajectory of the ball when bowled Science – effects of exercise on the body</p>
<p>Athletics</p> <p>KQ1 – How can we participate safely in athletics?</p> <p>A) Be aware of your surroundings and others around you always, whether on a track or field activity. Enter and leave T&F zones in a safe way</p> <p>B) Only handle equipment when advised to do so by staff member and use in correct way as demonstrated at the start</p> <p>KQ2 - How can we throw safely and develop basic technique in throwing? Shot, Javelin and Discus (Left handers at the end to the right of RH throwers)</p> <p>A) By understanding the different stages covered</p> <ul style="list-style-type: none"> Grip/hand position on item foot work body position/stance direction of aim/travel (target) execution-power needed to launch follow through <p>B) Develop the movement in order to progress with technique for each throw</p> <ul style="list-style-type: none"> Shot Put/push Javelin/pull throw Discus/sling throw. <p>C) To achieve a good throw, you need to be aware of strength, explosive speed, balance, control, good range of movement in the shoulders, coordination, correct footwork for each discipline to be executed successfully.</p> <p>KQ3 – How can we jump safely and demonstrate basic technique in jumping?</p> <p>A) Develop a consistent approach using arms for sprint to build speed</p> <ul style="list-style-type: none"> weight transfer in standing long/triple jump identify powerful take off leg for high jump controlled landing <p>B) We do this by</p> <ul style="list-style-type: none"> extending at the hip knee and ankle tall and thin in the air controlled landing by bending at the knee <p>C) Remember to always maintain a good tall posture and core positioning for each challenge. Practice take off using both legs to determine strongest leg launch</p> <p>KQ4 - How can we run effectively for a variety of distances?</p>	<p>Key methods of delivery</p> <p>Teacher lead for ALL throws (revisit when and how to handle equipment including retrieval after throw, T&F safety zones) Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance.</p> <p>Demonstrations by teacher to break down technique in a specific discipline (throw & jump) WAGOLL. Use of laminated resources for each discipline are available. Students paired for peer assessment feedback, WWW EBI on key points to help improve and progress technique in throws, jumps & running. (Check sheet available for throws activities)</p>	<p>Suggested activities/ tasks</p> <p>First lesson is always a reminder of safety in athletics explaining areas for participation and observation.</p> <p>Student lead warm up</p> <p>Use of record sheets for students to record distances etc on athletics activities.</p> <p>Laminated resources for specific disciplines (throws & jumps). Depending on size of group you can get a jump and run done in 1 lesson.</p>
		<p>Class Discussion</p> <p>Class discussion around safety of athletics with scenarios of who can remember what would happen if, why we do this to reinforce importance of safety.</p> <p>Discuss use of various weighted/size of equipment to suit individuals, one size doesn't fit all.</p> <p>WAGOLL to discuss different technique.</p> <p>Question start positions of random length races and lanes used for that distance.</p> <p>The purpose of pacing for specific distances how to maintain this</p> <p>How to exert yourself and give your all.</p>
		<p>CC Links</p> <p>Science- warm up, what happens to the body at this time, why needed. Effects of exercise on the body.</p> <p>Sports Studies- CoF (what are we using for jumping, throwing & running)</p> <p>Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs (if recording requested).</p>



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<p>A) Understand the layout of the track and where each distance starts and finishes for each event. Be aware of using lanes and understanding pacing for specific distance</p> <p>B) By establishing a running technique for progression, good posture; shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms backwards and forwards, not across the body. Developing this technique will help improve the running speed</p> <p>C) Using the correct start position to accelerate as quickly as possible is essential. Developing your starts and acceleration technique will help you cover short distances faster and improve your maximum running speed</p> <p>D) Implement hurdles as part of warm up routine for running events and develop flight over height for MA. Expand on hurdle technique if quality/potential demonstrated.</p> <p>KQ5 – How can we make progress in athletics?</p> <p>A) Know our own strengths and weaknesses in each event using peer/self-assessment, record and review on ipad and how to implement this feedback</p> <p>B) Understand how to improve the technique</p> <ul style="list-style-type: none">• releasing a throw at the correct time• giving enough power to enhance trajectory• Pacing to suit the distance		
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<p>HALF TERM 1: <u>Netball</u></p> <p>KQ1 – how do we dodge and mark an opponent?</p> <ul style="list-style-type: none"> • Feint dodge – on balls of your feet, drop shoulder one way then move off in the other direction • Sprint dodge – on toes, sprint into space to receive the ball • Double dodge - on toes, signal where you want the ball, drop your shoulder one way, then the other, sprint into space • Marking an opponent – stand sideways on to your opponent, on your toes. Eyes should track the ball and the opponent you are marking, be aware of where the ball is coming from. <p>KQ2 - how do we shoot correctly in Netball?</p> <ul style="list-style-type: none"> • Hold the ball in your dominant hand, with your fingertips. Stretch your arm above your head, with your elbow bent. Bend your arms and knees, and push upwards, extending your elbows to release the ball. Fingers point towards the ring <p>KQ3 - What are the advanced rules and regulations?</p> <ul style="list-style-type: none"> • No travelling with the ball • No snatching the ball out of another player’s hand • The ball can only be held onto for 3 seconds before it has to be passed • Players are not allowed to move into the areas that they are not designated to. • Understand the difference between repossession and replaying the ball • No contact is allowed with the opposition players 	<p><u>Key Methods of Delivery</u></p> <p>Guided discovery – how can I trick my opponent so I receive the ball?</p> <p>Peer assessment. When one student is dodging and marking, the others are observing and identifying WWW and EBI.</p> <p>Peer assessment. When one student is shooting, the others are observing and identifying WWW and EBI.</p> <p><u>Suggested Activities/ Tasks</u></p> <p>Group work – in groups of 3, one passer, one receiver, one defender. Practice all types of dodges and marking</p> <p>Students can devise their own drills for dodging and marking.</p> <p>TGFU – full game play to introduce positions and where they can go on the court.</p>
<p><u>Volleyball</u></p> <p>KQ1- what are the main shots we perform in volleyball?</p> <p>A) understanding of the dig, set and spike and when to use them.</p> <ul style="list-style-type: none"> • Dig to stop the ball hitting the floor • Set to get height back on the ball to make it easier to get back over the net. • Spike to get the ball over the net with power and direction. <p>KQ2 – How do we stop the ball hitting the floor?</p> <p>A) develop footwork skills to move side to side, backwards and forwards to meet the ball.</p> <p>B) perform the dig shot with the correct body and hand position, using footwork to get to the path of the ball.</p> <p>KQ3 – what is the dig shot?</p> <p>A) hands together with thumbs side by side, one hand in a fist and the other wrapped around.</p> <p>B) contact made by the waist or below</p> <p>C) contact made on the wrist, arms swing upwards</p> <p>D) footwork to get to the ball</p>	<p> <u>Class Discussion</u></p> <p>Discussion around when best to use each type of dodge, depending on the situation.</p> <p>Discussion on why the rules are important</p> <p> <u>CC Links</u></p> <p>PHSE – leadership skills, team work</p> <p><u>Key Methods of Delivery</u></p> <p>Guided discovery – find out how to keep the ball up without catching it.</p> <p>Group/pairs work – rallying/ feeding the ball to practice the shots</p> <p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> • Keepy ups using the set shot (competition) • 2 v 2 mini games, keeping the ball off the floor. <p> <u>Class Discussion</u></p> <ul style="list-style-type: none"> • When would each shot need to be used? • What components of fitness are needed for volleyball? (get them to link to specific situations in the game) • What is the difference between beach volleyball and volleyball?



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<p>E) be able to direct the ball to a teammate</p> <p>KQ4 – What is the set shot?</p> <p>A) legs shoulder width apart and bent, hands in a triangle above the head, elbows out, use finger tips to push the ball up</p> <p>B) used to get height on the ball</p> <p>C) be able to perform the shot to direct the ball to a team mate</p> <p>KQ5 – What are the basic rules of Volleyball?</p> <p>A) play small sided game with very basic rules</p> <ul style="list-style-type: none"> • 3 touches per side • Same person can't touch it twice in a row • Ball cannot touch the floor • Serve by throwing over the net • Service always from the back right player • Ball has to land inside the court. • Start to play the dig and set shot with some success • Winner of the point gets/keeps the serve. • Teams rotate when they win the serve back 		
<p>CC Links</p> <ul style="list-style-type: none"> • Maths – trajectory of the ball • English – instruction and communication between pairs/teams 		
<p>HALF TERM 2: Gymnastics</p> <p>KQ1 – How can we make a routine more advanced whilst being aesthetically pleasing?</p> <p>A) advanced travel between moves, use of rolls such as forward, backwards, side roll and cartwheels</p> <p>B) use of patches and points</p> <p>C) extension, tension, posture, control, balance and body weight</p> <p>KQ2 – How can we improve our own and others' performance?</p> <p>A) be able to coach after observing routines, picking out the strengths and weaknesses.</p> <p>B) details such as content, travel, balance, movement, extension, tension</p> <ul style="list-style-type: none"> • Forward roll into a straight jump or star jump • Forward roll into a rotating tiptoe travel <p>KQ3- How do we control flight?</p> <p>A) Practice on mat first to establish correct take-off and landing with soft knees. Progress onto springboard once secure</p> <ul style="list-style-type: none"> • Take off from springboard with two feet with strong thrust from hips, thighs, knees and ankles to land securely on the box • From the box take off from balls of feet with slight angle in hips, thrust hard to elevate hips in flight • As feet push off, arms swing forwards and upwards <p>B) Power needed in run up to ensure successful flight in the air</p> <ul style="list-style-type: none"> • use of arms in run up for speed onto springboard • Speed will build trajectory to gain height for landing on box <p>C) Secure landing on box</p> <ul style="list-style-type: none"> • Land on box on balls of feet with slight angle in hips in crouch position head facing forward • Hands placed firmly approximately 30 cm from the front end of the box with fingers pointing forwards (direction of travel) 		<p>Key Methods of Delivery</p> <p>Improving flow to a routine in gymnastics. Problem solving to identify solutions. Reinforce keywords and how to apply them. Record and review performances. Staff demonstrations where possible (EBI/WWW), resource cards as well as diagrams on T&L board. Teach it back</p>
<p>Suggested Activities/ Tasks</p> <p>Students explore use of points and patches to create routine. Students work in pairs (1 mat per pair, max 3 for safety) to create a sequence of moves with travel to create flow. Routine must include prior learning with P&P. Introduce run up, take-off and landing on a mat to establish spring into flight (experts can use springboard-no box) Progress using more speed for flight from a springboard (start off slow until confident enough for speed) experts can use low level box and safe dismount.</p>		
<p>Class Discussion</p> <p>What does aesthetically pleasing mean and why is it important to a performance?</p> <p>Revisit gymnastics keywords</p> <p>Safety and spacial awareness around take off and landing zones.</p> <p>How can flexibility/movement help us everyday?</p> <p>What is flight and how do we achieve it? (Flight is height in the air, this includes movement such as take off and travel through the air and landing)</p>		
<p>CC Links</p> <p>Maths-shapes and angles (trajectory), timing</p> <p>English-letter formation</p> <p>PSE-constructive feedback, building confidence to perform in front of an audience</p>		



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<ul style="list-style-type: none"> From crouch on balls of feet launch up for dismount onto mat. Dismount into basic moves (star jump in the air) progressing onto tuck, straddle, pike, half turn with soft knee landing on the mat 		
<p>Half Term 2 Girls Futsal</p> <p>KQ1 – How can we pass and move effectively in order to create space and start an attack?</p> <ul style="list-style-type: none"> It is important that players can pass the ball and move into another space to give their team mates options to pass the ball. The players should be able to use different parts of the foot to control and pass the futsal. The quickest pass might be to use a different part of the foot other than the instep. When moving into space players need to show a change of speed. Player need to show they can vary pace and move quickly at times to find the space. <p>KQ2 – How can players effectively mark opponents making it difficult for them to play effectively?</p> <ul style="list-style-type: none"> Defender needs to be goal side Defenders must stand close to the attacker in order to mark them and make it more difficult for them Give opposing players as little time on the ball as possible. <p>KQ3 – How can we defend and attack as a team?</p> <ul style="list-style-type: none"> Futsal is a very fast game and teams can go from attacking to having to defend very quickly. Working as a team in both attack and defence is important. Players need to communicate with each other and ensure they help each other out. When players attack, they can do this as a team by moving up the pitch together as they move they will have more options to pass the ball if they move forward together. Understanding positions, like which side of the pitch to play on and sticking to set positions Players need to move into space and find new spaces quickly. 	<p>Key Methods of Delivery</p> <p>Paired work and small group work- opposed play to focus on marking opponents. Reciprocal coaching- Technique- EBI/ WWW- Feedback to develop and improve. TGFU- Small sided games Student led leadership- managing their own space and setting up drills and creating plays</p>	
		<p>Suggested Activities/ Tasks</p> <p>Small area opposed passing grids Pacman chase game Students creating attacking plays Small sided/modified games</p>
		<p>Class Discussion</p> <p>Planned oracy opportunities for students to go here.</p> <p>Why is it important to mark players? Are there any skills we use in other sports that can be applied to futsal? What are tactics and how do they help us when playing competitively</p>
		<p>CC Links</p> <p>Possible cross curricular links to be suggested here.</p> <p>Maths – angles of runs to create space Science – forces, power of passes and shots</p>
<p>HALF TERM 3: Trampolining KQ1- What shapes can we make with our bodies? A) Explain what the 3 shapes should look like</p>		<p>Key Methods of Delivery</p> <p>Teacher led – ensuring safety of moves Reciprocal coaching – allowing students to choreograph their own routine within guidelines.</p>



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<p>· Tuck – knees to chest, arms touch shins and back up, pointed toes</p> <p>· Straddle – legs apart, up, in front and straightened, toes pointed, hands touching as far down the leg as possible</p> <p>· Pike – legs together, up, in front and straightened, toes pointed, hands touching as far down the leg as possible.</p> <p>B) all shapes should be completed with tension, extension, control and precision.</p> <p>KQ2- How do we perform a seat landing?</p> <p>A) seated in the centre of the bed, legs in front and together, pointed toes, fingers pointed forward, hands placed slightly behind</p> <p>B) students able to go from feet, to seat and back to feet (use of the hips to drive upwards)</p> <p>KQ3 – What routines can be performed on a trampoline?</p> <p>A) use of basic moves previously learnt to perform a predesigned routine.</p> <ul style="list-style-type: none"> • Turns • Shapes • Seat landing <p>B) perform with control, tension and extension</p> <p>C) be able to choreograph their own routine with flow.</p>	<p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> • half the group around the trampoline, the other half using the booklet to do core exercises/complete the activities • Progression for seat landings – use of mat to build confidence
	<p> Class Discussion</p> <ul style="list-style-type: none"> • What elements can be included in a routine? • Why is core stability and strength needed for trampolining?
	<p> CC Links</p> <ul style="list-style-type: none"> • English- communication and instruction to help coach others
<p>Handball</p> <p>KQ What are the basic skills are needed to be learnt to play handball? What are the key teaching points for these skills?</p> <p>Students to recap these skills:</p> <p>Passing with control, accuracy and consistency (e.g. overhead/ bounce/ arrow)</p> <p>Catching/ receiving a ball consistently using the correct technique some students will develop the skill of using use one hand.</p> <p>Shooting- consistently using the correct technique- this will include the jump shot.</p> <p>- students to demonstrate these individually and moving into small sided conditioned games.</p> <p>KQ- How do we move forward while in possession of the ball?</p> <p>This will include the development of the importance of decision making.</p> <p>3 steps bounce, look to outwit opponents, decision making.</p> <p>In lines take it in turns to run with the ball/ introduce a defender (at first must shadow and not try to get possession and then introduce where they must try to take possession).</p> <p>2v1, 1v1 in a 4mx4m area (must dribble when you receive the ball).</p> <p>3v3 5mx5m area students to develop their decision-making skills of when to dribble or when to pass.</p> <p>Students will participate in regular 7v7 games to emulate the full game.</p> <p>KQ- What are the basic rules? Students to officiate.</p> <ul style="list-style-type: none"> • A match consists of two periods of 30 minutes. 	<p>Key methods of delivery</p>
	<p>Suggested activities/ tasks</p>
	<p> Class Discussion</p> <p>Planned oracy opportunities for students to go here.</p>
	<p> CC Links</p> <p>Possible cross curricular links to be suggested here.</p>



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<ul style="list-style-type: none"> • Each team consists of 7 players; a goalkeeper and 6 outfield players. • Outfield players can touch the ball with any part of their body that is above the knee. • Once a player receives possession, they can pass, hold possession or shoot. • If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling. • Only the goalkeeper is allowed to come into contact with the floor of the goal area. <p>KQ- You should select and apply the skills and tactics required for handball in both attacking and defensive situations Movement on/ off the ball- passing and moving into space/ use a variety of passes. What impacts your decision making? What should happen if you lose the ball? What happens if they have one exceptional/ fast/ tall player?</p> <p>KQ- Can you evaluate your own and others performance? Can you describe and explain strengths and weaknesses and how to improve? Feedback must be constructive. What tactics are needed when you are attacking? Defending?</p>		
<p>HALF TERM 4: Dodgeball</p> <p>KQ1- Can you demonstrate and describe the rules and regulations? A) Rules- 5 dodgeballs along centre line at the start of the rush. 2 balls on teams left are their designated balls-The centre ball is the only contested ball. The balls are not live until they have passed the return line. Key terms- Live balls, hits, blocking, stalling. B) Regulations- 6 players on a court Crossing over the neutral zone will result in an 'out' When players are out, they sit on the bench in order (first out, first in) when live ball is caught by a team mate.</p> <p>KQ2)- How do we throw and catch the ball with increased power/accuracy? A) Grip the dodgeball as tight as possible in your hand/ try to keep shoulders relaxed. Crow step- step with left, then behind with right (Side step for longer stride) helps to gain momentum/ speed. Use the whole of the body/ full transfer of weight from side to front and follow through over to opposite shoulder. Aim below the knee/ at players shins to avoid being caught out.</p> <p>KQ3)- Can you apply and demonstrate effective tactics to outwit opposition in game play? A) Team tactics- After a team mate has thrown, get them to the back of the court asap. 25% of players get out in the early stages of the game so ensure that the best attacking players are kept out of it early on (stay at the sides of the court)/ they should get involved when your team has the majority of ball control (most balls)</p>	<p>Key methods of delivery Group work/ TGFU- Game appreciation/ tactical awareness/ showcase decision making Reciprocal coaching/ Record and Review- to highlight strengths and areas for development. Student led leadership- Create a drill together develop both team and individual performance (Leadership skills)</p> <p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> • Students work on technique for both throwing more powerful dodgeballs. Students to use equipment to design their own drills- (Moving targets- hoops, tower cones scattered various distances away from thrower, targets stuck on the wall- different sizes for both MA/LA. • Full sided games- to display developing technical and tactical skills. • During game play, the resting team can complete an analysis task-WWW/EBI regarding teams' tactics and strategies. • Create a drill that develops both team and individual performance (Leadership skills) 	<p>Class Discussion What changes have we got to make to our technique to throw the ball on a flatter/ more powerful trajectory? When working together to design a drill, how do we ensure that we maintain group cohesion and harmony?</p>





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<ul style="list-style-type: none"> Use the full width of the court to throw balls from. Varying the angle makes it more difficult to detect incoming balls. If you have 2 balls, throw 1 ball high into the air as a distraction (where there is space as you don't want to be caught out) To keep ball control/ more chances of getting opposition out, throw hard and fast against back wall so balls come back to your side of the court. <p>KQ4)- Can you take on the role of a leader to create a drill or activity that develops everyone on your team? Discuss this as a team and listen carefully to everyone's ideas before you finalise your decision. (Best idea can come from anyone) Use your imagination/ creativity/ different types of sports equipment (cones/ hoops etc) to make it more engaging. Introduce a points system to make it competitive/ more fun.</p>		<p>CC Links</p> <p>PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball.</p> <p>Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be.</p> <p>Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p>
<p>Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively? Students to watch H&S induction and explore the equipment in the fitness suite (how to use it safely and effectively) students to work in pairs to spot each other to ensure that they are using the correct technique.</p> <ul style="list-style-type: none"> Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies. <p>KQ2- Describe the effects of exercise on the body? Students to learn the various benefits of taking part in regular exercise- boost self-esteem, mood, sleep quality and energy levels. Reduce the risk of stress/ depression/ heart disease. Tackle obesity- Yr 6- our immediate community is currently at around 40% on average compared with national average of 30%.</p> <ul style="list-style-type: none"> Skeletal- Short Term- Increased production of synovial fluid within joints- Reduces impact of exercise on the joint. Long term- Improve bone density/ strengthens ligaments- helps reduce the risk of osteoporosis. Muscular system- Short term- Increased blood flow to your muscles. Increase in muscle temp (1/2 degrees) allows them to be more flexible. Physical activity increases alertness as hormones are released. Long term- Increased number thickness of muscle fibres. Increased speed/ strength of muscular contractions. <p>Other effects on the body- Short term effects- Increase HR/SV- Long-term effects- body systems become more efficient. Control of weight improve mental health and reduce the risk of cardiovascular diseases/ type 2 diabetes.</p> <p><i>How do muscles work together to produce movement?</i> <i>Antagonistic Pairs-</i> 1 muscle contracts, the other relaxes. E.g. biceps and triceps- The tricep relaxes (lengthens) and the bicep contracts (shortens) to lift the arm during a bicep curl.</p>	<p>Key Methods of Delivery</p> <p>Paired work- spotting/ H&S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW Group work- exploring different types of training methods.</p>	<p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> Students work in small groups to design and implement a progressive training programme. The programme should allow students to explore COF and basic training methods- (E.g. select 2 types of training methods and incorporate them into their programme) Sheets can be used to design the programme and track progress over the sequence of lessons.
		<p>Class Discussion</p> <p>Describe the short- and long-term effects of exercise on the muscular and skeletal system. Can you find the links between the components of fitness and the basic training methods we have learnt about? E.g. aerobic endurance and continuous training.</p>
		<p>CC Links</p> <p>PSE- Healthy living DT- Cooking- Diet and nutrition/ Eat well plate Science/ Biology- Anatomy and Physiology</p>



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<p>KQ3- What are the component of fitness/ basic training methods? COF- Aerobic Endurance, Muscular Endurance, Flexibility, Speed, Strength, Power, Body Composition. Training methods- Continuous training, interval training, weight training, circuit training, speed training.</p>		
<p>HALF TERM 5: Rounders KQ1 – How can we field successfully in rounders?</p> <ul style="list-style-type: none"> Long barrier - move towards the ball at a controlled speed, get in line with the ball and get your whole body behind the ball. As quickly as possible bend both knees and twist sideways so that the knee of your strong leg touches the ground and touches the back of the heel of the other leg. Extend arms downwards, spread hands wide with little fingers touching each other. Pick up the ball and draw into the body, then stand up ready to make the best decision. <p>KQ2 - What basic tactics are required to be successful in sport?</p> <ul style="list-style-type: none"> Understand where to throw the ball when fielding to get the opposing batter out Aim to hit the ball to the left when batting, between the batting line and first base Understand the role of each fielder, depending on their position <p>KQ3 – Can we play rounders using the correct rules and regulations?</p> <ul style="list-style-type: none"> If a ball is caught direct from a bat, the batter is out The bat must be held onto when running round the track The batter is out if the base is stumped whilst running towards it If the ball is hit backwards, the batter must stay at first base until the ball has crossed the batting line. A good ball is bowled between the batter’s knee and head. 	<p>Key methods of delivery Students work in pairs and small groups to perform the long barrier. Guided discovery – what are the best methods to stop the ball successfully?</p>	
	<p>Suggested activities/ tasks In pairs, students roll the ball to one another to practice the ling barrier. Progress to rolling the balls in different directions to make the fielder move</p> <p>TGFU – play a full game to put the rules into practice, and start to understand tactical play</p>	
		<p>Class Discussion Class discussion around the correct techniques, and why they should be used.</p> <p>Constructive criticism around WWW and EBI</p>
		<p>CC Links Maths – trajectory of the ball when bowled Science – effects of exercise on the body</p>
<p>Athletics KQ1 – How can we participate safely in athletics? A) Be aware of your surroundings and others around you always, whether on a track or field activity. Enter and leave T&F zones in a safe way B) Only handle equipment when advised to do so by staff member and use in correct way as demonstrated at the start KQ2 - How can we throw safely and develop basic technique in throwing? Shot, Javelin and Discus (Left handers at the end to the right of RH throwers) A) By understanding the different stages covered</p> <ul style="list-style-type: none"> Grip/hand position on item foot work body position/stance direction of aim/travel (target) execution-power needed to launch 	<p>Key methods of delivery Teacher lead for ALL throws (revisit when and how to handle equipment including retrieval after throw, T&F safety zones) Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance. Demonstrations by teacher to break down technique in a specific discipline (throw & jump) WAGOLL. Use of laminated resources for each discipline are available. Students paired for peer assessment feedback, WWW EBI on key points to help improve and progress technique in throws, jumps & running. (Check sheet available for throws activities)</p>	
		<p>Suggested activities/ tasks First lesson is always a reminder of safety in athletics explaining areas for participation and observation. Student lead warm up focussing on specific areas for task (arms for throwing)</p>



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<ul style="list-style-type: none"> • follow through <p>B) Develop the movement in order to progress with technique for each throw</p> <ul style="list-style-type: none"> • Shot Put/push • Javelin/pull throw • Discus/sling throw. <p>C) To achieve a good throw, you need to be aware of strength, explosive speed, balance, control, good range of movement in the shoulders, coordination, correct footwork for each discipline to be executed successfully.</p> <p>KQ3 – How can we jump safely and demonstrate basic technique in jumping?</p> <p>A) Develop a consistent approach using arms for sprint to build speed</p> <ul style="list-style-type: none"> • weight transfer in standing long/triple jump • identify powerful take off leg for high jump • controlled landing <p>B) We do this by</p> <ul style="list-style-type: none"> • extending at the hip knee and ankle • tall and thin in the air • controlled landing by bending at the knee <p>C) Remember to always maintain a good tall posture and core positioning for each challenge. Practice take off using both legs to determine strongest leg launch/run up for high jump.</p> <p>KQ4 - How can we run effectively for a variety of distances?</p> <p>A) Understand the layout of the track and where each distance starts and finishes for each event. Be aware of using lanes and understanding pacing for specific distance</p> <p>B) By establishing a running technique for progression, good posture; shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms backwards and forwards, not across the body. Developing this technique will help improve the running speed</p> <p>C) Using the correct start position to accelerate as quickly as possible is essential. Developing your starts and acceleration technique will help you cover short distances faster and improve your maximum running speed</p> <p>KQ5 – How can we make progress in athletics?</p> <p>A) Know our own strengths and weaknesses in each event using peer/self-assessment, record and review on ipad and how to implement this feedback</p> <p>B) Understand how to improve the technique</p> <ul style="list-style-type: none"> • releasing a throw at the correct time • giving enough power to enhance trajectory • Pacing to suit the distance 	<p>Use of record sheets for students to record distances etc on athletics activities.</p> <p>Laminated resources for specific disciplines (throws & jumps). Depending on size of group you can get a jump and run recorded in 1 lesson.</p>
	 <p><u>Class Discussion</u></p> <p>Class discussion around safety of athletics with scenarios of who can remember what would happen if, why we do this to reinforce importance of safety.</p> <p>Discuss use of various weighted/size of equipment to suit individuals, one size doesn't fit all.</p> <p>WAGOLL to discuss different technique.</p> <p>Question start positions of random length races and lanes used for that distance.</p> <p>The purpose of pacing for specific distances how to maintain this</p> <p>How to exert yourself and give your all.</p>
	 <p><u>CC Links</u></p> <p>Science- warm up, what happens to the body at this time, why needed. Effects of exercise on the body.</p> <p>Sports Studies- CoF (what are we using for jumping, throwing & running)</p> <p>Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs (if recording requested).</p>
<p>HALF TERM 6:</p> <p><u>Cricket</u></p> <p>KQ1- How do we field the ball?</p> <p>A) underarm throw from a short distance away</p> <p>B) overarm throw from a further distance</p> <p>C) decision making on which throw is more appropriate to the situation.</p> <p>KQ2 – How can we successfully catch from various heights?</p>	<p><u>Key methods of delivery</u></p> <p>Pairs/group work – batting drills to coach/feed the ball</p> <p>Reciprocal coaching – develop WWW and EBI</p> <p><u>Suggested activities/ tasks</u></p> <p>Triangle drill – opportunity to practice all fielding methods</p> <p>Forward drive- batting off cone, gates can be added for direction. Progress to drop feed and underarm feed.</p>



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<p>A) Below chest-</p> <ul style="list-style-type: none"> • little fingers together, hands big • fingers pointing down • watch ball into hands, bring into chest. <p>B) Above chest –</p> <ul style="list-style-type: none"> • hands in triangle, hands big • look through the triangle • catch to either side of the head, give with the hands. <p>KQ3 - What shots can we play to score runs?</p> <p>A) forward drive</p> <ul style="list-style-type: none"> • Front foot to the pitch of the ball • Bend knee and head over the ball • Elbows out, high bat • Swing bat through (rock the baby), high elbow <p>B) pull shot</p> <ul style="list-style-type: none"> • Same sideways stance, elbows out, high bat • Bat goes by the head, left arm across the body • Bring bat around in front of you and make contact in front of the body • Roll wrists to play the ball along the floor. <p>C) importance of footwork, hand-eye coordination and watching the ball</p> <p>KQ4 – How do we bowl?</p> <p>A) draw a 6, pull the apple from the tree</p> <p>B) brush ear with arm and release just after.</p> <p>C) be able to follow through the action to add more power</p> <p>D) be able to pitch the ball with consistency and accuracy.</p> <p>E) small run up added</p>	<p>Bowling drill- cones in front of the wickets on a good line and length, hit the cone pick it up and get a point.</p>
	 <p>Class Discussion</p> <ul style="list-style-type: none"> • When would each throw/pick up need to be used? • What other sports can these skills be transferred to? • Which countries traditionally play cricket?
	 <p>CC Links</p> <ul style="list-style-type: none"> • Maths – trajectory of bowling and angle of release. Trajectory in fielding • Physics- transfer of weight and levers • Geography – countries that traditionally play cricket (England, Australia, Pakistan, Sri Lanka, India, South Africa, New Zealand, West Indies)
<p>Tennis</p> <p>KQ1 – What basic shots can we play in tennis?</p> <p>A) Forehand –</p> <ul style="list-style-type: none"> • feet apart, knees slightly bent • contact by waist • foot movement, hand eye coordination <p>B) Backhand –</p> <ul style="list-style-type: none"> • right foot in front of the left (right handers, opposite for left handers), knees bent • contact by waist, contact with the opposite side of the racket. • Use of power and arm position to control accuracy. <p>C) show good use of the grip when playing shots</p> <p>KQ 2– how do we serve in tennis?</p> <ul style="list-style-type: none"> • stood behind the service line right foot pointing towards the right netpost and back foot parallel to the line. • Ball is tossed up. 	<p>Methods of delivery</p> <p>Group/pairs work- practice shots and serve</p> <p>Student led – create own drill to practice accuracy and power of shots.</p> <p>Record/review - does the serve meet the rules?</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • 2v2 minigames to practice rules and regulations • Opportunity to create own drills • Practicing serve, hoops placed opposite side of the court progressing to serve from behind the back line into the hoops.  <p>Class Discussion</p> <ul style="list-style-type: none"> • Which components of fitness are needed for tennis? • What are the rules surrounding the serve?



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<ul style="list-style-type: none">• Racket starts behind the head, comes over in an arc and makes contact above the head.• second serve allowed, hit into the opposite service box• server swaps sides after each point.• if the ball hits the net and goes over you serve again, if the ball hits the net but fails to go over you lose the serve. <p>B) use and describe the basic serving technique in isolated practice and games.</p> <p>KQ3 - What are the rules and regulations?</p> <p>A) to be able to play a singles/doubles game with the following rules:</p> <ul style="list-style-type: none">• Legal serve as above, swap sides after each serve.• one bounce a side (ball has to bounce after serve), ball must land in court.• Scoring: 15, 30, 40. If its 40-40 deuce is called. A player must win by 2 points.• Ball is allowed to clip the net as long as it goes over• if the ball touches any part of the line it is in. <p>KQ4- What tactics can be used during a game?</p> <ul style="list-style-type: none">• Aiming the ball across court to make the opposition move.• Use of the front and back of the court.• Change of power• Tactics when serving <p>-be unpredictable aiming for forehand, backhand etc</p> <p>-vary the power and speed to make your opponent second guess.</p>	A black icon of a chain link, consisting of two interlocking rings.	<p>CC Links</p> <ul style="list-style-type: none">• English/drama - creativity needed to create own drill• IT - use of equipment to record/review
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