

Subject	Year	Term
Physical Education	7	Autumn 1
Topic		
Baseline Assessment. Introduce and explore core skills.		
Content (Intent)		
Prior Learning (Topic) KS2 (Primary National Curriculum)		
<ul style="list-style-type: none"> <li>• Baseline assessment through fitness test and core skills assessment.</li> <li>• <b>Health Related Fitness:</b> Warm up / Cool down, Pulse Taking, Anaerobic / Aerobic Exercise and Perception of Effort</li> <li>• <b>Gymnastics:</b> Core skills of balance travel and roll. To include running jumping landing. Twisting and turning. Forward and backward roll. Headstand and handstand. Mats and benches. Small individual sequences.</li> <li>• <b>Rugby:</b> Passing, Individual Skills, Tackling, ¾ Alignment, Touch Rugby Games</li> <li>• <b>Netball:</b> Footwork, Pivoting, Chest pass, Shoulder pass, Bounce pass, Dodging, Man – Man marking, Small sided game</li> <li>• <b>Hockey:</b> Passing – push pass, slap hit, receiving open side, Moving with ball – straight dribble, Indian dribble, Elimination skills – drag right to left, drag left to right</li> </ul>		
Future Learning (Topic) Develop and embed core skills		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p><b>HRF:</b> Relevant warm-up routines to be developed, preparing the circulatory and skeletal, muscular systems for exercise. Care to be taken to ensure practice is varied and challenging for all abilities. Practices wherever possible involve the pupils in physical activity highlighting understanding and the appreciation of a principle of training.</p> <p><b>GYM:</b> The majority of the work will be done individually, using a partner to help improve and develop their skills. Then moving onto routines to develop an understanding of basic concepts. 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 simple apparatus.</p> <p><b>Rugby/Netball/Hockey:</b> Basic ball work will be essential for all pupils. 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.</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 on-line assessment. Grades reported in interims.</p> <p>Core skills for assessment to include</p> <p><b>HRF:</b> Understanding of principles of warm-up and cool down. (Why and how?) Decision making skills e.g. When/where/how to apply principles of training. Ability to act as leaders in individual, pair and group situations.</p> <p><b>GYM:</b> Ability to perform basic range of movements with flight where appropriate. Show understanding of how to refine and improve quality of movement. Showing variety in the routines, e.g. change of speed, level and direction</p> <p><b>Rugby/Netball/Hockey:</b> 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. Encourage participation in extra-curricular clubs, house and school teams.		
Helpful further reading/discussion		
<p><b>Reading/ Vocabulary Lists</b></p> <p>Warm-up and cool down. Key muscle groups in stretching. Understanding of sequences in gymnastics. Names of playing positions specific to Rugby and Netball.</p>	<p><b>Numeracy</b></p> <p>Pupils can take and record their own heartrate and use stopwatches to time physical activity. Pupils can estimate time in developing sequences. Pupils given the opportunity to develop numeracy through the use of sports specific scoring systems in full or modified games.</p>	<p><b>Careers Links</b></p> <p>Roles in coaching and sports leadership.</p>