

Subject	Year	Term
Physical Education	8	Summer 1
Topic		
Develop and embed consistency of core skills		
Content (Intent)		
Prior Learning (Topic) Embed consistency in core skills		
<ul style="list-style-type: none"> • Athletics: Throwing techniques, Jumping techniques. Tactics and rules of competition. • Cricket: Fielding Skills, Bowling, Batting strokes, Modified conditioned games. • Rounders: Fielding Skills, Bowling, Batting, Full games, introduction to team tactics. • Tennis: Ball skills, Ground shots, Volleys, Service, Half court and full court games, doubles, Scoring. • Athletics Fitness: Pacing, Sprinting and middle distance running techniques. Tactics and rules of competition. 		
Future Learning (Topic) Develop technique, game understanding and performance		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Athletics: Throwing. Development of common root principles, Importance of safety in measuring and recording. Development of event specific techniques. Aim to improve technical understanding and distance. Jumping. Development of common root principles, small groups/ whole class. Include use of different techniques. Look at event specific rules, measuring and use of run-up. Aim to improve technical understanding, height, or distance.</p> <p>Cricket/Rounders: Practices will involve the basic principles of bowling, batting and fielding. Hitting, throwing and catching skills can be developed through a variety of drills and games. For some groups the equipment will have to be modified to ensure progress is made, others should be encouraged to use recognised equipment where appropriate. Modified and full games will be employed to further develop individual technique and to enhance tactical understanding and appreciation of rules of the game.</p> <p>Tennis: Recap on basic skills required to maintain a rally using small courts. Focus on individual strokes and when they should be played. Small court games 1v1, 2v2 assess principles of movement to attack ball and close down space. Pupils use full tennis or modified scoring system. Use of large group volleyball type games to include full court introducing court boundaries and shot selection under pressure.</p> <p>Athletics Fitness: Running. recap of basic skills required in sprints. Pairs cadence work through short sprints, use of arms and legs in pick up and extension. 800/1500 use of pace and tactics, aim to improve control, precision and speed.</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>Athletics: Measurement and timing compared against Key Stage 3 bronze, silver, gold target sheet. Measurement against school records, district and county times/ distances/ heights.</p> <p>Cricket/Rounders: Ability to perform basic skills individually and in a game situation. Decision making skills. e.g. When to run, where to throw. To act as umpire in modified/full games.</p> <p>Tennis: Ability to perform basic skills individually and in a game situation. Decision making skills e.g. which shot to use and when. To act as officials in small, modified 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. Encourage regular 3 minute runs to improve basic fitness levels		
Helpful further reading/discussion		
<p>Reading/ Vocabulary Lists</p> <p>Warm-up and cool down. Key muscle groups in stretching. Understanding of key terms and technical language in athletics and tennis. Names of playing positions specific to Rounders and Cricket.</p>	<p>Numeracy</p> <p>Pupils can estimate distance, measure and time events in athletics. 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, refereeing/umpiring and sports leadership.</p>