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|  | TERM 1 | | TERM 2 | | TERM 3 | | TERM 4 | | TERM 5 | TERM 6 | |
| Concept | Team building and social skills | Self-confidence and rhythm | | Discipline & coordination skills | Understanding rules and officials | Marginal gains and tactics | | Wellbeing in sport and Physical activity | How to be your best  (not **the** best) | | Leadership |
| Why are we learning this? | During this unit pupils learn the basics to help improve working in a team and creating the best environment for all to prosper. | To build confidence and show pride in themselves, in areas where confidence make be lacking. | | To understand the importance of discipline in life, and how coordination could help them. | To learn the importance of following, keeping rules and learn the basics of being a rule keeper. | To understand how marginal gains and tactics can help you improve and be used not just in sport but in life. | | This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy. | In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure. | | understand how to become a good leader a very important life skill. |
| **Year 5** |  | | | |  | | | |  | |  |
| Learning Focus | Different team sport/Physical activity each lesson | Dance | | Tag Rugby | Netball | Fencing | | Mini tennis | Athletics | | Rounders |
| Substantive  Knowledge  (Knowledge) | -How good are you as a member of a team.  -Knowing your team mates.  - Having a plan.  - Communication.  - Motivation and encouragement.  - Resilience  - Role in a team  - Patience  - Confidence | Develop knowledge (head), and understanding (heart) of dance from around the world and different cultures, including:  -explore different levels & methods of travel  - memorise and perform a planned routine  -move the body to music with timing & rhythm | | Develop knowledge (head) and understanding (heart) of tag rugby including:  -basic rules  -passing & receiving  -tagging technique  -basic attacking & defending strategies  -running effectively with the ball.  -Scoring a try | Develop knowledge (head) and understanding (heart) of netball, including:  -basic rules  -passing & receiving  -footwork  -marking  -shooting  -basic attacking & defending strategies  - basics of rules. | Develop knowledge (head), and understanding (heart) of fencing rules and techniques.  Thee will include:  -Rules  - movement  - Identifying little things that make a big difference.  -changing little things that make a big difference.  - relate this to other areas of life and school. | | Develop knowledge (head) and understanding (heart) of tennis, including:  -how to set up the net  -basic rules  -the ‘ready’ position  -footwork  - paddle tennis  -holding the racket correctly  -basic ground strokes  -underarm serving  - how to score a game | Develop knowledge (head) and understanding (heart) of :  -rules and techniques of efficient running  - rules and techniques of efficient jumping  - rules and techniques of efficient throwing  Learn how to:  -start and time a race  - measure a throw or jump | | Develop knowledge (head) and understanding (heart) of rounders including:  -basic rules  -catching & throwing  -batting  -bowling  -long barrier  -basic batting and fielding strategies  Pupils will also be given the chance to take part in a leadership role each week to enhance the responsibility of being a leader. |
| Disciplinary knowledge  (Skills) | - Hoop games.  - bench/end ball activity  - dodgeball activity  - Tchoukball  - Kabaddi  - Volleyball  - Capture the flag | Show skills (hands):  -explore different levels & methods of travel  - memorise and perform a planned routine  -move the body to music with timing & rhythm | | Develop physical skills (hands)  -basic rules  -passing & receiving  -tagging technique  -basic attacking & defending strategies  -running effectively with the ball.  -Scoring a try | Develop physical skills (hands)  -basic rules  -passing & receiving  -footwork  -marking  -shooting  -basic attacking & defending strategies  - basics of rules. | Develop physical skills (hands)  - On guard position  -Forwards and backwards movement  - Grip with a foam sabre  -Thrust  -Lunge  -Keeping distance with a sabre.  -how to hit  -rules of a game  -how to use tactics in a game. | | Develop physical skills (hands):  -setting up the net  -the ‘ready’ position  -footwork and movement  - paddle tennis  -holding the racket correctly  -basic ground strokes  -underarm serving  - Actions when officiating a game | Develop physical skills (hands) of:  -running  -jumping  -throwing  Learn how to physically:  -start and time a race  - measure a throw or jump | | Develop physical skills (hands) of:  -catching & throwing  -batting  -bowling  -long barrier  - Communication as a leader |
| Progression from previous learning | Met with first schools to ascertain what they had done previously. | Met with first schools to ascertain what they had done previously. | | Met with first schools to ascertain what they had done previously. | Met with first schools to ascertain what they had done previously. | Met with first schools to ascertain what they had done previously. | | Met with first schools to ascertain what they had done previously. | Met with first schools to ascertain what they had done previously. | | Met with first schools to ascertain what they had done previously. |
| Enrichment | Year 5 adventure day trip. | After school club  Interform | | After school club  Interform  Fixtures  Links with Frome RFC | After school club  Interform  Fixtures  Links with Frome Netball club | After school club | | After school club | After school club  Festival  Sports day | | After school club  Fixtures |
| Assessment | Year 5 adventure day trip.  Heads, heart, hands grade (out of 10 for each) | Choreograph and perform a short, small group routine to some of the class to help build confidence and show pride in work. This will be to a theme/music.  Heads, heart, hands grade (out of 10 for each) | | Heads, heart, hands grade (out of 10 for each)  Play in a 4-team tag rugby games. Also have the opportunity to take part in tag rugby as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  The unit will finish by playing a 4-team netball festival.  Also have the opportunity to take part in netball as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  Take part in a ladder competition against same standard pupils. | | Heads, heart, hands grade (out of 10 for each)  Playing others of similar ability in a game. Understanding the benefits of playing sport on wellbeing. | Heads, heart, hands grade (out of 10 for each)  Look at their personal best and know how to improve these.  They will have the opportunity to take part in these during sports day. | | Heads, heart, hands grade (out of 10 for each)  playing a rounders against another team. With leadership roles in place. |

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|  | TERM 1 | | TERM 2 | | TERM 3 | | TERM 4 | | TERM 5 | TERM 6 | |
| Concept | Team building and social skills | Self-confidence and rhythm | | Discipline & coordination skills | Understanding rules and officials | Marginal gains and tactics | | Leadership | How to be your best  (not **the** best) | | Wellbeing in sport and Physical activity |
| Why are we learning this? | During this unit you continue to help improve working in a team and creating the best environment for all to prosper. | To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking. | | To develop the importance of discipline in life, and how coordination could help you. | To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper. | To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life. | | To understand and show ways to become a good leader which is a very important life skill. | In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself. | | This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy. |
| **Year 6** |  | | | |  | | | |  | |  |
| Learning Focus | Rugby | Gymnastics | | Hockey | Basketball | Ball Games | | Cricket | Athletics | | Outdoor and adventurous activities |
| Substantive  Knowledge  (Knowledge) | Develop and build on knowledge (head) and understanding (heart) of tag rugby  They will look at how improving their individual skills can benefit their teams overall play:  - be able to clarify basic rules, including touch and ruck.  -passing & receiving on the move.  - drawing a defender (2v1, 3v2).  - playing games at pace.  - Knowing how working on improving individual skills can benefit the whole team. | Develop and build on knowledge (head) and understanding (heart) of gymnastics, including:  -Revising basic shapes from first school.  -Individual balances.  -Balances with a partner.  -Basic 5 rotations.  - Forms of travel.  -Routine creation. | | Develop and build on knowledge (head) and understanding (heart) of Hockey including:  - How to move with the ball.  -basic passing, push pass.  -how to receive the ball.  -Tackling techniques. Block and jab.  - Rules of small games.  - playing in different positions. Defence, midfield, attack. | Develop and build on knowledge (head) and understanding (heart) of the game including:  Including:  -basic rules & court markings.  -passing & receiving on the move.  - Moving at pace with the ball.  -marking. P2P and positional.  -shooting accuracy %.  -Attacking & defending strategies as a team.  - gain confidence in how to officiate and respect for officials. | Develop and build on knowledge (head) and understanding (heart) of small changes that can have a large effect on the outcome.  Using Dodgeball  /benchball/football.  .  - Effects of good tactics.  - Individual improvements.  - planning for different circumstances.  - Using marginal gains fairly. | | Develop and build on knowledge (head), skills (hands) and understanding (heart) of Cricket including:  -basic rules  -knowledge of catching & throwing over different distances.  -batting stance/defensive  -bowling knowledge of no balls and wides.  -long barrier and pickups.  - Pupils will also be given the chance to take part in a captain role each week to enhance the responsibility of being a leader. | Develop and build on knowledge (head) and understanding (heart) of:  -running over different distances.  -jumping LJ/HJ  -throwing. Turbo javelins.  - Relays  - Tug of war  Develop:  -Timing of races  - Measure a throw or jump | | Develop and build on knowledge (head) and understanding (heart) of OAA activities:  Orienteering  - Map reading  -work as a team  - Map orientation and referencing  Assault course  Take part in and help design a class assault course.  Create your own team OAA activity. |
| Disciplinary knowledge  (Skills) | skills (hands):  -Tag technique both hands  - Footwork  - catching and passing on the move consistently.  - drawing a defender (2v1, 3v2).  - Playing at pace under pressure. | skills (hands):  -Basic shapes, dish, dome, tuck, straddle, star, straight.  - Rotations: forward roll, backward roll, log roll, teddy roll, cartwheel.  - Point balances, handstand. | | Develop skills (hands) of Hockey including:  - How to move with the ball.  -basic passing, push pass.  -how to receive the ball.  -Tackling techniques. Block and jab.  - playing in different positions and movement in Defence, midfield, attack. | Develop skills (hands) of Basketball including:    -passing & receiving on the move.  - Moving at pace with the ball.  -marking. P2P and zonal.  -shooting accuracy %.  -Attacking & defending strategies as a team.  - gain confidence in how to officiate with good communication and respect for officials. | Develop and build on physical skills (hands) and how to identify small changes that can have a large effect on the outcome.  Using:  Dodgeball,Benchball ,football  Netball  -efficient throwing skills.  -efficient catching skills.  - movement  -overall motor skills | | Develop and build on physical skills (hands):  -umpiring signals basic rules  -catching & throwing over different distances.  -batting stance/defensive  -overarm bowling technique  -long barrier and pickups.  - communication as a leader. | Develop and build on physical skills (hands):  running different distances. 80m, 300m, 600m.  -jumping LJ/HJ  -throwing. Turbo javelins correct technique.  Develop:  -Timing of races  - Measure a throw or jump  - how to pass a relay baton. | | Develop and build on physical skills (hands):  -Doing activities at speed  -Showing good fitness and endurance  - Showing good levels of motivation. |
| Progression from previous learning | Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Build towards handling and running and confidence for contact in year 7. | Met with first schools to ascertain what they had done previously.  Assessed within lessons to progress at own rate to aid self-confidence. | | Developed skills and areas of rules that share the importance of d&c through safety (shin pads, stick height, gum shield) and also rules like feet, and 2v1. | Transferred skills from last years netball lessons and used knowledge to help understand the similarities and differences required regarding R&O. | Building on last years MG&T fencing lessons, identify MGs and tactics to help improve their teams in different activities. | | Showing how leadership skills like communication and listening are important and using these to help others improve their cricket skills. | Build on skills learnt in year 5 adding how to increase distances and decrease your times. | | Build on skills learnt on year 5 OAA day and during team building to transfer over to different scenarios. |
| Enrichment | After school club  Interform  Tag rugby festival  Links with Frome RFC | After school club  Interform | | After school club  Interform  Fixtures | After school club  Interform  Links with Frome Basketball club | After school club  Interform | | After school club  Links to Frome cricket club  Fixtures | After school club  Sports day | | Year 6 camp. |
| Assessment | Heads, heart, hands grade (out of 10 for each)  Play in a 4-team tag rugby games. Also have the opportunity to take part in tag rugby as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  Choreograph and perform a short, small pair floor routine to music to the class including all elements learnt. This will show that they have built confidence. | | Heads, heart, hands grade (out of 10 for each)  Play in small sided games against others of same ability. This will test their discipline of match play and also staying to a certain position. They will also show coordination when playing as speed. | Heads, heart, hands grade (out of 10 for each)  The unit will finish by playing 4 team competitions with officials against others in the group. Also have the opportunity to take part in netball as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  Take part in a final event in one of the ball games. Taking everything into account regarding how they can win both tactically and using marginal gains. | | Heads, heart, hands grade (out of 10 for each)  Playing a mini pairs cricket match with full rules and captains choosing who bowls and bats. | Heads, heart, hands grade (out of 10 for each)  Look at their personal best and know how to improve these.  They will have the opportunity to take part in these during sports day. | | Heads, heart, hands grade (out of 10 for each)  Take on another teams OAA activity that they have designed. Showing that physical activity can be fun and doesn’t have to be traditional. |

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| Concept | Team building and social skills | Self-confidence and rhythm | | Discipline & coordination skills | Understanding rules and officials | Marginal gains and tactics | | Leadership | How to be your best  (not **the** best) | | Wellbeing in sport and Physical activity |
| Why are we learning this? | During this unit you continue to help improve working in a team and creating the best environment for all to prosper. | To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking. | | To develop the importance of discipline in life, and how coordination could help you. | To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper. | To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life. | | To understand and show ways to become a good leader which is a very important life skill. | In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself. | | This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy. |
| **Year 6** |  | | | |  | | | |  | |  |
| Learning Focus | Rugby | Gymnastics | | Hockey | Basketball | Ball Games | | Cricket | Athletics | | Outdoor and adventurous activities |
| Substantive  Knowledge  (Knowledge) | Develop and build on knowledge (head) and understanding (heart) of tag rugby  They will look at how improving their individual skills can benefit their teams overall play:  - be able to clarify basic rules, including touch and ruck.  -passing & receiving on the move.  - drawing a defender (2v1, 3v2).  - playing games at pace.  - Knowing how working on improving individual skills can benefit the whole team. | Develop and build on knowledge (head) and understanding (heart) of gymnastics, including:  -Revising basic shapes from first school.  -Individual balances.  -Balances with a partner.  -Basic 5 rotations.  - Forms of travel.  -Routine creation. | | Develop and build on knowledge (head) and understanding (heart) of Hockey including:  - How to move with the ball.  -basic passing, push pass.  -how to receive the ball.  -Tackling techniques. Block and jab.  - Rules of small games.  - playing in different positions. Defence, midfield, attack. | Develop and build on knowledge (head) and understanding (heart) of the game including:  Including:  -basic rules & court markings.  -passing & receiving on the move.  - Moving at pace with the ball.  -marking. P2P and positional.  -shooting accuracy %.  -Attacking & defending strategies as a team.  - gain confidence in how to officiate and respect for officials. | Develop and build on knowledge (head) and understanding (heart) of small changes that can have a large effect on the outcome.  Using Dodgeball  /benchball/football.  .  - Effects of good tactics.  - Individual improvements.  - planning for different circumstances.  - Using marginal gains fairly. | | Develop and build on knowledge (head), skills (hands) and understanding (heart) of Cricket including:  -basic rules  -knowledge of catching & throwing over different distances.  -batting stance/defensive  -bowling knowledge of no balls and wides.  -long barrier and pickups.  - Pupils will also be given the chance to take part in a captain role each week to enhance the responsibility of being a leader. | Develop and build on knowledge (head) and understanding (heart) of:  -running over different distances.  -jumping LJ/HJ  -throwing. Turbo javelins.  - Relays  - Tug of war  Develop:  -Timing of races  - Measure a throw or jump | | Develop and build on knowledge (head) and understanding (heart) of OAA activities:  Orienteering  - Map reading  -work as a team  - Map orientation and referencing  Assault course  Take part in and help design a class assault course.  Create your own team OAA activity. |
| Disciplinary knowledge  (Skills) | skills (hands):  -Tag technique both hands  - Footwork  - catching and passing on the move consistently.  - drawing a defender (2v1, 3v2).  - Playing at pace under pressure. | skills (hands):  -Basic shapes, dish, dome, tuck, straddle, star, straight.  - Rotations: forward roll, backward roll, log roll, teddy roll, cartwheel.  - Point balances, handstand. | | Develop skills (hands) of Hockey including:  - How to move with the ball.  -basic passing, push pass.  -how to receive the ball.  -Tackling techniques. Block and jab.  - playing in different positions and movement in Defence, midfield, attack. | Develop skills (hands) of Basketball including:    -passing & receiving on the move.  - Moving at pace with the ball.  -marking. P2P and zonal.  -shooting accuracy %.  -Attacking & defending strategies as a team.  - gain confidence in how to officiate with good communication and respect for officials. | Develop and build on physical skills (hands) and how to identify small changes that can have a large effect on the outcome.  Using:  Dodgeball,Benchball ,football  Netball  -efficient throwing skills.  -efficient catching skills.  - movement  -overall motor skills | | Develop and build on physical skills (hands):  -umpiring signals basic rules  -catching & throwing over different distances.  -batting stance/defensive  -overarm bowling technique  -long barrier and pickups.  - communication as a leader. | Develop and build on physical skills (hands):  running different distances. 80m, 300m, 600m.  -jumping LJ/HJ  -throwing. Turbo javelins correct technique.  Develop:  -Timing of races  - Measure a throw or jump  - how to pass a relay baton. | | Develop and build on physical skills (hands):  -Doing activities at speed  -Showing good fitness and endurance  - Showing good levels of motivation. |
| Progression from previous learning | Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Build towards handling and running and confidence for contact in year 7. | Met with first schools to ascertain what they had done previously.  Assessed within lessons to progress at own rate to aid self-confidence. | | Developed skills and areas of rules that share the importance of d&c through safety (shin pads, stick height, gum shield) and also rules like feet, and 2v1. | Transferred skills from last years netball lessons and used knowledge to help understand the similarities and differences required regarding R&O. | Building on last years MG&T fencing lessons, identify MGs and tactics to help improve their teams in different activities. | | Showing how leadership skills like communication and listening are important and using these to help others improve their cricket skills. | Build on skills learnt in year 5 adding how to increase distances and decrease your times. | | Build on skills learnt on year 5 OAA day and during team building to transfer over to different scenarios. |

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| Concept | Team building and social skills | Self-confidence and rhythm | | Discipline & coordination skills | Understanding rules and officials | Marginal gains and tactics | | Leadership | How to be your best  (not **the** best) | | Wellbeing in sport and Physical activity |
| Why are we learning this? | During this unit you continue to help improve working in a team and creating the best environment for all to prosper. | To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking. | | To develop the importance of discipline in life, and how coordination could help you. | To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper. | To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life. | | To understand and show ways to become a good leader which is a very important life skill. | In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself. | | This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy. |
| **Year 7** |  | | | |  | | | |  | |  |
| Learning Focus | Football | Dance | | Rugby | Tchoukball/Hockey/  Kabaddi | Netball/Basketball | | Ultimate Frisbee | Athletics | | Tennis/ Striking and fielding |
| Substantive  Knowledge  (Knowledge) | Develop and build on knowledge (head) and understanding (heart).  During this unit pupils continue to develop working in a team at their confidence level, and creating the best environment for their team to flourish. They will work together to help whole  team improvement | Develop and build on prior knowledge (head), and understanding (heart) of different types of dance, learning a complex street routine.  -moving to the beat and count.  - memorise and perform a planned routine  - choreograph their own group routines using different levels and techniques learnt during previous lessons. | | Develop and build on prior knowledge (head) and understanding (heart) of rugby including:  -How to fall  - Tower of power  - Tackling rules and basic rucking.  -passing & receiving on the move.  - 3 man scrums.  - Understanding the importance of discipline when playing sport and what may happen if rules are broken. i.e safety of players. | Develop knowledge, skills & understanding of  All gamest working on their understanding of how rules and officials are important to the game.  -Take it in turns for each group to officiate.  - Learn all the rules and why they are important. | Develop and build on knowledge (head) and understanding (heart) of the game including based on looking at little changes that can make a big difference:  - Full rules & court positions.  -passing & receiving on the move at pace.  -Positional tactics and movement.  -Decision making.  -Interceptions.  - Jump catches. | | Develop and build on knowledge (head), and understanding (heart) of leadership through Ultimate Frisbee including:  -Characteristics of a good leader/ coach/official & team captain  - Planning and leading warm ups and drills.  - officiating and leading matches.  - Being an effective team member.  - Making others feel valued. | Develop and build on knowledge (head), and understanding (heart) of  -Differences between track and field.  -how other events relate to each other. E.g sprinting and jumping.  -Pacing  - Resilience  - How to use feedback effectively. | | Develop and build on prior knowledge (head) and understanding (heart) of tennis, rounders,cricket including:  - How can I get the most out of the activity?  - Revise footwork, grip.  - Control hitting games.  - expand on hitting techniques.  - bowling/serving.  -basic rules (how can you make it more fun?)  - how to score a game |
| Disciplinary knowledge  (Skills) | skills (hands):  Passing  - Dribbling  - Shooting  -laws of the game  Officiating as a team  -How to referee  - how to be an assistant. | Skills (hands)  -moving to the beat and count.  - different steps from different cultural dances.  - working well with others. | | skills (hands)  How to fall  - Tower of power  - Tackling rules and basic rucking.  -passing & receiving on the move.  - 3 man scrums. | Skills (hands)  Communication  Positioning  Hand signals  Playing the game in the correct spirit | skills (hands)  Shooting accuracy  Defending as a team  Pass and move at speed  Practicing well | | skills (hands)  Passing  Catching  Movement  Game play  Positioning when playing  Positioning when officiating | skills (hands)  100m,200m sprints  600m middle distance  Long jump  Shot put  Javelin | | skills (hands)  - Revise footwork, grip.  - Control hitting games.  - expand on hitting techniques.  - bowling/serving. |
| Progression from previous learning | Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Look into tactics how working as a team can make you a better person. | Progress levels of dance using taught routines in small groups that they are confident in.  Finding out how to increase levels of confidence in a possible unfamiliar situation. | | Build on discipline in skills such as passing and catching at speed and the importance of using discipline to get these consistent.  Also look at discipline in tackling and rucking. Using this to implement the importance of discipline in safety. | Learning new sports to show how important it is to know the rules and how to officiate is to enable a good game to be played. | Building on last years MG&T ball games unit, identify MGs and tactics to help improve their individual performance to help improve their team. | | Showing how leadership skills like communication and listening are important and using these to help others improve their teams improve their skills and team play. | Build on skills learnt in year 6 adding how to increase distances and decrease your times. | | Build on skills learnt previously using the concept that if you are happy you will learn more efficiently.  Work with those who are the same ability or who they choose to work with. |
| Enrichment | After school club  Interform  Fixtures  Links with Frome Town Utd FC | After school club  Interform | | After school club  Interform  Fixtures  Links with Frome RFC | After school clubs | After school club  Interform | | After school club | After school club  Sports day | | After school clubs  Fixtures |
| Assessment | Heads, heart, hands grade (out of 10 for each)  Play in a 4-team matches. Also have the opportunity to take part in football as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  Choreograph and perform a routine to other group members based on the dances and techniques learnt throughout the term. | | Heads, heart, hands grade (out of 10 for each)  Play in small contact games with rules including scrums. This will need discipline to abide by the rules and the positions they find themselves in.  They will also require and understanding of coordination and balance to perform skills at speed. | Heads, heart, hands grade (out of 10 for each)  The unit will finish by playing 4 team competitions with officials against others in the group. Also have the opportunity to take part in netball as part of the inter form competition. | Heads, heart, hands grade (out of 10 for each)  Take part in a final event in one of the ball games. Taking everything into account regarding how they can win both tactically and using marginal gains. | | Heads, heart, hands grade (out of 10 for each)  Pupils will plan, score, officiate & participate in an ultimate Frisbee tournament. | Heads, heart, hands grade (out of 10 for each)  Look at their personal best and know how to improve these.  They will have the opportunity to take part in these during sports day. | | Heads, heart, hands grade (out of 10 for each)  Playing a others of similar ability in a games with adapted rules so that you all get to enjoy the game. Understanding the benefits of playing sport on wellbeing. |

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| Concept | Team building and social skills | Self-confidence and rhythm | | Discipline & coordination skills | Understanding rules and officials | Marginal gains and tactics | | Leadership | How to be your best  (not **the** best) | | Wellbeing in sport and Physical activity |
| Why are we learning this? | During this unit you continue to help improve working in a team and creating the best environment for all to prosper. | To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking. | | To develop the importance of discipline in life, and how coordination could help you. | To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper. | To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life. | | To understand and show ways to become a good leader which is a very important life skill. | In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself. | | This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy. |
| **Year 8** |  | | | |  | | | |  | |  |
| Learning Focus | Basketball/ Netball | Gymnastics | | Rugby/Hockey | Tag American Football | Fencing | | Handball or alternative | Athletics | | Options |
| Substantive  Knowledge  (Knowledge) | Develop and build on knowledge (head) and understanding (heart) of the game and the importance of team play making sure that the **whole team** improve the following:  - Full Rules (-shot clocks) & court markings.  -Attacking & defending strategies as a team.  - officiating as a pair.  They will stay in the same teams (of mixed ability) for the whole unit, to enable them to work together to improve each player. | Develop and build on knowledge (head), understanding (heart) of gymnastics, including:  -Advanced shapes.  -advanced balances. Head/handstands.  -Balances as a group.  -Rotation revision  - Forms of travel revision.  - jumping/Landing technique.  - Vaulting technique  - Vaulting over apparatus.  -Routine creation. | | Develop and build on knowledge (head) and understanding (heart) of Hockey/Rugby looking to improve discipline and coordination. including:  Hockey:  - How to move with the ball at speed.  - How to receive the ball on both sides.  -Tackling on the move.  - Types of pass over distances.  - Rules of the game, including feet rule.  - Tactics when playing in different positions.  Rugby:  -Contact tackling  - rucking  - mauls  - kicking and catching a high ball.  - Decision making in a game situation.  - scrummaging.  **Conclusion**: Play in small sided games against others of same ability. This will test their discipline of match play and also staying to a certain position. They will also show coordination when playing as speed. | Develop knowledge (head), and understanding (heart) of the game using new knowledge to help them and team members develop vital skills of a new sport:  -How to throw an American football.  - Basic offensive and defensive positions.  -Blocking  -Set play designs.  - ways to gain ground.  -rules of the game and roles of the officials.  - Small sided games.  - Large games. | Develop knowledge (head), and understanding (heart) of fencing rules and techniques.  Thee will include:  -Safety rules and why we follow them.  Skills:  -Revise on guard position and practice returning to this after every move.  - How to move forwards and backwards quickly.  - Grip using a plastic foil.  -Thrust at speed with accuracy.  -Lunge at full stretch with accuracy and speed  -Parry with a foil  -Riposte with a foil  -rules of a game  -how to analyse opponent and change tactics mid-game | | Develop and build on knowledge (head), and understanding (heart) of handball.  Teams are picked and kept for the whole unit of work.  They each have a role within their team:  -team manager  -team captain  -warm up coach  -skills coach  -physio  -results and analyst coach.  They also all take part in the sessions.  The emphasis is on them learning their role and other understanding the roles and what they entailed. Points are gathered throughout the sessions for good leadership and added to the tournament points at the end. | Develop and build on knowledge (head) and understanding (heart) of :  -How to deal with competition and losing.  - Developing throwing techniques with a run up.  - Increasing pace through techniques and changes.  - Using video analysis to help improve. | | During this unit they will have options of which sports they choose to take part in.  Pupils will need to make independent decision based on what will make them happy.  -wellbeing techniques  -Eating well  -sleeping well.  - who you work well with.  - Environment (competitive or relaxed).  - Win or participate.  - They will be in charge of organising the games and activities |
| Disciplinary knowledge  (Skills) | Skills (Hand)  -passing & receiving as a team. (3 man weave).  - Moving off the ball as a team.  - Defending as a team.  -Improving your whole teams shooting consistency. | skills (hands) ability to perform:  -Advanced shapes.  -advanced balances. Head/handstands.  -Balances as a group.  -Rotation revision  - Forms of travel revision.  - jumping/Landing technique.  - Vaulting technique  - Vaulting over apparatus.  -Routine creation | | skills (hands)  - How to move with the ball at speed.  - How to receive the ball on both sides.  -Tackling on the move.  - Types of pass over distances.  - Rules of the game, including feet rule.  - Tactics when playing in different positions.  Rugby:  -Contact tackling  - rucking  - mauls  - kicking and catching a high ball.  - Decision making in a game situation.  - scrummaging. | Skills (hands) the ability to perform  - throw an American football.  - Basic offensive and defensive positions.  -Blocking  -Set play designs.  - ways to gain ground.  -rules of the game and roles of the officials.  - Small sided games.  - Large games. | skills (hands) ability to perform  - How to move forwards and backwards quickly.  - Grip using a plastic foil.  -Thrust at speed with accuracy.  -Lunge at full stretch with accuracy and speed  -Parry with a foil  -Riposte with a foil | | skills (hands)  Throwing  Catching  Shooting  Dribbling  Goal keeping | skills (hands)  100m,200m sprints  600m middle distance  Long jump  High jump  Shot put  Discus  Javelin | | Skills (hands)  Extending core skills in competitive situations.  Some may choose to officiate and improve these skills. |
| Progression from previous learning | Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Build towards handling and running and confidence for contact in year 7. | Build on basic shapes, jumps and rotations to progress onto apparatus and linking them together. To gain confidence to perform in front of others. | | To show their development of keeping your discipline when in a pressure situation. When in games and keeping tackling safe. | Learning a new game with more complicated and important safety rules.  Working in large teams with different roles. | Building on previous MG&T fencing lessons, identify MGs and tactics to help improve their teams in different activities. Extend knowledge to competition. | | Extending leadership skills by having a particular role in their team. The team choose the correct person for this to benefit their team. | Build on skills learnt in year 7 adding how to increase distances and decrease your times. Extended events to take part in. | | Give pupils the freedom to choose an activity they are happy with and enjoy. |
| Enrichment | After school club  Interform | After school club | | After school club  Interform  Fixtures  Links with Frome RFC | After school club | After school club  Interform | |  | After school club  Sports day | | After school clubs |
| Assessment | Heads, heart, hands grade (out of 10 for each)  4 team tournament working together to try and produce a well-planned performance. Winners are congratulated but teams who work together the best are rewarded. | Heads, heart, hands grade (out of 10 for each)  Choreograph and perform a group routine to music using floor and apparatus.  Perform to the class including all elements learnt. This will show that they have built confidence. | | Heads, heart, hands grade (out of 10 for each)  Play in small sided games against others of same ability. This will test their discipline of match play and also staying to a certain position. They will also show coordination when playing as speed. | Heads, heart, hands grade (out of 10 for each)  To play a role as part of a team in a big game of tag American football.  This involves many roles:  Officials:  10 yard markers.  Referees  Coaches  Set piece specialists  Players.  Pupils can choose which role they play with the emphasis on the importance that everyone is important and that the game cannot be played without them. | Heads, heart, hands grade (out of 10 for each)  Take part in a ladder competition playing players of similar ability in a scored and refereed match. | | Heads, heart, hands grade (out of 10 for each)  Playing a tournament at the end of the unit with all the points added on to see who wins. The team who have the best players in the roles normally come out on top. | Heads, heart, hands grade (out of 10 for each)  Look at their personal best with a partner and know how to improve these.  Using iPads to help show others how to improve.  They will have the opportunity to take part in events during sports day. | | Heads, heart, hands grade (out of 10 for each)  To take part in a PA that they enjoy and forget the stresses of life being a teenager.  This also gives them a chance to plan for the future. |