Whittington Green School – Physical Education

Dream Reach Achieve

CURRICULUM INTENT: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Year 7

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity

Aims
The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum target	Vocabulary
Term 1	Football Netball	• Catch and pass a ball successfully. Performs the necessary handling skills to suit the situation. Use different movements to manoeuvre/manipulate the ball into open spaces. • Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games. (Passing, Receiving & re-start methods) • Use a sound understanding of the principles of attack when planning their approaches to competitive games. Tactical awareness is improving and responds to changing situations • Perform the necessary fundamental movement and skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques are performed at a greater speed.	It is helpful if students have explored and used a variety of ball-modified game activities. Observed some basic principles of attack (i.e. use of space to avoid others). Worked in small teams in a variety of roles. Adopted rules for modified invasion games activities.	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.	Pass Dribble Mark Shoot Pivot Space Attack Defence
Term 2	OAA	• Identify where problem solving is present in: OAA, Sport and Everyday Life.	It is helpful if students have taken part in problem solving	take part in outdoor and adventurous	Map Orientate Plot

	Gymnastics	Show good replication of skills and will apply a reasonable knowledge of the underpinning principles related to outdoor education. • Students will replicate basic gymnastic skills,with fluency of movement. They will link various movements together with precision. • Students will perform gymnastic movements with control and will attempt to link elements together. • Students will be given opportunity to be creative and design movement patterns with a partner. Students will observe others performance and suggest ways they may improve. • Students will perform and individual or paired routine linking movements learnt	activities. Used or read maps, diagrams or photographs and interpreted it. Worked with others to solve problems It is helpful if students have explored ways of travel, balance and rotation Performed a sequence with partner Learnt ways of linking gymnastic actions Set out mats safely and efficiently	activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs. develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]	Balance Travel Rotate Sequence Roll

Term 3	Gym (Develop floor work on to apparatus) Safe and effective use of equipment. Badminton	• The basic skills learnt in term 2 will be developed onto various apparatus in the old gym allowing the introduction of higher level skills. • Students will replicate basic gymnastic skills,with fluency of movement. They will link various movements together with precision. • Students will perform gymnastic movements with control and will attempt to link elements together. • Students will be given opportunity to be creative and design movement patterns with a partner. Students will observe others performance and suggest ways they may improve. • Students will perform and individual or paired routine linking movements learnt • Students will learn the flick serve and underhand serve both short and long	It is helpful if students have explored ways of travel, balance and rotation Performed a sequence with partner Learnt ways of linking gymnastic actions Set out mats safely and efficiently It is helpful if students have developed an understanding of simple	As T2 use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	Bench Buck Horse Beam Flight Group Balance Fluidity Clear Smash Serve Dropshot Drive

	Mock exams and timetables mean a switch to Fitness for most Y7 groups from the date that the sports hall is taken. (see info in term 4)	• Students will learn how to play an overhead clear • Students will learn how to play a smash • Students will explore net shots like the drop. • Students will be taught how to read the flight of the shuttle and move into the necessary space to replicate learnt skills. Use different speeds and can manoeuvre/manipulate the shuttle into a number of different positions. Students will study the components of fitness and take part in fitness testing that test each component. Students will also take part in training to help improve fitness test scores.	outwitting net/court games. Worked in a pair cooperatively. Used and kept modified rules in similar net/court games or mini-versions of badminton. It is helpful if the pupils have: Experienced some fitness activities that test physical capacity.	[for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.	

			Followed simple warm up and cool downs.		
Term 4	Basketball	• Dribble using both hands – head up with control whilst changing direction	It is helful if students have learnt the basic	use a range of tactics and strategies to	Travel Double Dribble

		• Learn to use a variety of passes independently and under pressure. • Develop basic shooting techniques • Accurately replicate core skills consistently in small sided games and 1v1. (Passing/receiving & Shooting) • Learn the principles of attack when planning approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending; • Introduce basic rules, double dribble and travel and apply to practices, games and officiating.	principles of attack and defence. Performed basic passing and dribbling skills. Taken different roles in some games, including attacker and defender Used and kept modified rules in small sided games.	overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.	Pivot Man 2 man Zone Key Pass (Bounce, Chest, javelin, overhead) Fast break Drive Lay ups Set shot
	Fitness	• Students will continue to cover the 11 components of fitness taking part in fitness tests and learning the different types of training needed to improve their levels and fitness test scores	It is helpful if the pupils have: Experienced some fitness activities that test physical capacity.	analyse their performances compared to previous ones and demonstrate	Balance Speed Flexibility

			Followed simple warm up and cool downs.	improvement to achieve their personal best .	Muscular strength & Endurance Body Composition Coordination Power Aerobic Anaerobic Motivation
Term 5	Tennis	• Students will learn how to grip a racket correctly	It is helpful if students have developed an	Tennis use a range of tactics and strategies to	Serve Forehand Backhand Control

		and how to stand in the ready position. • Students will be taught a range of shots from the forehand/backhand and serve • Students will be taught how to move to get into the correct body position to play effective shots. • Students will be taught to understand the importance of strategy and tactics when rallying and playing. • Show an understanding and can help others with the understanding of game rules and terminology used.	understanding of how to hold a racket and make contact with a ball. Ideally students will have experienced a number of net games using a variety of equipment Used and kept modified rules in similar games or mini-versions of tennis.	overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs. <u>Athletics</u> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]	Lob Drop Shake hands grip
	Athletics	• Basic technique will be taught in the 3 areas of running, jumping and throwing. • Students will compete in the: 100m 200m 300m 800m 1500m Shot Discus	It would be helpful if students have had experience of running, jumping and throwing in an athletic form. Have replicated basic techniques in a competitive situation Followed health and safety guidelines when using equipment.		Pacing Endurance Speed Power Weight transference Discus Shot Javelin Middle distance

		Javelin Long Jump High Jump • Scores will be recorded for comparison across the year		analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.	
Term 6	Athletics Striking & Fielding (Cricket)	As T5 • Students will be taught to throw accurately with correct technique • Catch high and low balls • Be taught the skills of grip-stance and back lift when batting • Bowl overarm with correct technique • They will learn the nuances and terminology of the game at a basic level e.g how to run, what is a wide, run outs etc.	As T5 It will be helpful if students have experienced a range of sending and receiving skills. Bowling, batting and fielding Explored the striking of a ball to score runs. Used and kept modified rules in similar striking and fielding games or mini - versions of cricket.	As above <u>Cricket</u> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] analyse their performances	Grip Stance Back lift Overarm Wickets Run Out Crease Fingers up Fingers down Follow through

				compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.	