

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to build on technical fundamentals, maximise performance in competitive games, progress the understanding of tactics and techniques to outwit an opponent, to incorporate precision and control into aesthetic sequences, to officiate and umpire and to develop group cohesion through trust, communication and problem solving.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Girls: Netball and Football</p> <p>Boys: Rugby and Basketball</p>	<p>Through these sports be able to understand, use and recall terminology relating to netball, football, rugby and basketball. <i>E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball & following through. obstruction, contact, over a third, dodge, centre, pivot, 3 seconds, off side.</i></p>	<p>In these units' pupils will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in these games. In all game activities, pupils are encouraged to think about how to use core skills, decision making, strategies and tactics to outwit the opposition. Students should be able to identify their own strengths and weaknesses in order to advance their game progress.</p>	<p>Formative Q and a:</p> <ol style="list-style-type: none"> 1) How they select and combine skills 2) What they know about strategies, tactics and composition. 3) How accurately they analyse and comment on their own and others work. 4) What they know about health and fitness and how regular physical activity can benefit their health. <p>Summative: NC Levels</p>
Autumn 2	<p>Girls: Handball and Rugby</p> <p>Boys: Football and Gymnastics</p>	<p>Through these sports be able to understand, use and recall terminology relating to handball, football and rugby. <i>E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball & following through. E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, dribbling, delaying, anticipation and intercepting.</i></p> <p>Gymnastics - Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> •performance, <i>eg criteria for observing and</i> 	<p>In these units' pupils will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in these games. In all games' activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p> <p>Gymnastics – In this unit pupils will demonstrate skills and agility individually and in combination. Will focus on developing stability when holding their own body position</p>	<p>Formative Q and a: 1) How they select and combine skills</p> <ol style="list-style-type: none"> 2) What they know about strategies, tactics and composition. 3) How accurately they analyse and comment on their own and others work. 4) What they know about health and fitness and how regular physical activity can benefit their health. <p>Summative: NC Levels</p> <p>Gymnastics: Peer assessment - level each performance. Teacher grades against NC levels</p>

		<p><i>judging, locomotion, transference, balance, roll, rotations, aesthetically pleasing, body tension, body alignment, unison, canon, timing, sequence, movement</i></p> <ul style="list-style-type: none"> •dynamics, eg explosive/sustained, replicate, fluency, control, body tension, weight bearing, support, coordination, flight, levels, transitions and other gymnastics terminology 	<p>and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity, fluency and timing. Students will evaluate and assess movements to improve sequences.</p>	
<p>Spring 1</p>	<p>Girls: Badminton and Gymnastics</p> <p>Boys: Hockey and HRF</p>	<p>Through these sports be able to understand, use and recall terminology relating to:</p> <p>Gymnastics – as above</p> <p>Badminton – <i>Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness</i></p> <p>Hockey – <i>principles of attack and defense, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i></p> <p>HRF - <i>heart rate, recovery, cool down, lactic acid, fatigue and muscles name.</i></p>	<p>Gymnastics – as above</p> <p>Badminton – Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defense. In net games, it is the player's aim to get the shuttle to land in the target area so that the opponent cannot return it. Pupils should be able to accurately score and officiate badminton games.</p> <p>Hockey – In this unit pupils focus on how to use basic principles of attack and defense to plan strategies and tactics for hockey. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>HRF - In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness-based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an</p>	<p>Formative Q and a:</p> <ol style="list-style-type: none"> 1) How they select and combine skills 2) What they know about strategies, tactics and composition. 3) How accurately they analyse and comment on their own and others work. 4) What they know about health and fitness and how regular physical activity can benefit their health. <p>Summative: NC Levels</p>

			individual and implications for future life.	
Spring 2	<p>Girls: HRF and Hockey</p> <p>Boys: Handball and Badminton</p>	All as per previous instruction	All as per previous instruction	
Summer 1	<p>Girls: Athletics and Rounders</p> <p>Boys: Cricket and Athletics</p>	<p>Through these sports be able to understand, use and recall terminology relating to:</p> <p>Athletics: running, <i>eg stride length and cadence, leg and arm action, head position, pacing</i> : Throwing, <i>eg grip, stance, release and follow-through, angle of release</i> : Jumping, <i>eg approach, run, acceleration, maintaining momentum, take off and lift, arm action</i></p> <p>Rounders and cricket: <i>eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i></p>	<p>Athletics - In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p> <p>Rounders and cricket - In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running around bases/wickets to score runs. Pupil should begin to accurately score games.</p>	<p>Formative Q and a:</p> <ol style="list-style-type: none"> 1) How they select and combine skills 2) What they know about strategies, tactics and composition. 3) How accurately they analyse and comment on their own and others work. 4) What they know about health and fitness and how regular physical activity can benefit their health. <p>Summative: NC Levels</p>
Summer 2	<p>Girls: Cricket and Teambuilding</p> <p>Boys: Rounders and Teambuilding</p>	<p>Cricket and rounders as per previous instruction</p> <p>Teambuilding: <u>Trust Games:</u> Develop the ability to trust one another, especially people they might not have been familiar with previously. <i>Two lessons spent completing different trust related task, where in the second week pupils have to be more trusting in order to complete task safely.</i></p>	<p>Teambuilding: In this unit of lessons pupils will develop their ability to work as a group and communicate effectively among themselves, to identify and solve problems of an adventurous nature. They will learn how to trust one another, and how to use all group members to the best of their abilities within a team situation.</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1) How they have collaborated 2) What they know about problem solving and team building 3) How effectively they analyse and have a positive impact on their team. 4) What they know about decision making, listening to others and building trust. <p>Summative: NC Levels</p>

Team Building:

Become more aware of others and what they have to say / suggest.

Be able to listen to class members and take into one another suggestions.

Develop the ability to work in harmony with others to complete as task, especially if they would not choose to work together.

Another two lessons where pupils have to work in larger groups and find out a way of working together in order to complete specific tasks.

Problem Solving:

Develop the ability to look at a problem and identify different ways of overcoming it and getting a successful outcome.

Be able to look back on their actions and decide what they would change / improve if they were to do it again.

The last two weeks spent working together to look at different problems, and then deciding as a group n how to overcome these solutions successfully.