

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to demonstrate consistent advanced technical skills that can be executed within competitive games to gain advantage against the opposition. Students will be expected to plan strategies and tactics which aim to outwit the opponent. Focus should be on students ability to identify their own strengths and weaknesses, identify training methods for physical improvement and develop an interest in sport to encourage lifelong participation.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Girls: Netball and Badminton Boys: Rugby and Basketball	<p>Through these sports be able to understand, use and recall terminology relating to Netball: <i>Single and double leads, channels, spilt land, rebounds, holding, marking, intercepting, Bullet pass, lob, toss ups, top D, collecting and analyzing data.</i></p> <p><i>Technical language – breaking, off side, transverse lines</i></p> <p>Badminton: <i>Body positioning, Service angle, flight of shuttle, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness: split step, Lunge, Chassis, Clear, Dropshot, Smash, Lift, Net shot, Block, serve, Rally, Spatial awareness, Opponent awareness.</i></p> <p>Rugby and Basketball: <i>e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through.</i></p>	<p>Netball: Students will focus on developing and refining individual skills to strengthen their game. Students will focus on enhancing their decision-making skills with the aim of how best to advance on their opposition. They will work on evaluating tactical outcomes in order to adapt game play in response to the state of the game. All games activities involve students thinking about how to use skills, strategies and tactics to outwit the opposition.</p> <p>Badminton: Students will aim to demonstrate consistent technique throughout the sport. Students will focus on accurate replication of techniques and refining game strategies with the intention of outwitting their opponents using tactics. In services, it is the players aim to get the shuttle to land in the target areas but put of their oppositions reach so that it cannot be returned. Student will develop confidence in scoring and officiating badminton games. Students will understand the basic skills of footwork, forehand and backhand shots and the tactics and scoring for both singles and doubles. Students will incorporate these skills into conditioned games.</p> <p>Rugby and Basketball: Students will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Students' will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve students thinking about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>Formative: Q and a Skills in Isolation & Competition. Peer & Self-Assessment</p> <p>Summative: NC Levels</p>
Autumn 2	Girls: Handball and Rugby	Through these sports be able to understand, use and recall terminology relating to Rugby and Badminton as per instruction above.	<p>Rugby and badminton as per instruction above</p> <p>Football and Handball: Teams will be expected to plan strategies and implement them in different situations in a</p>	<p>Formative: Q and a Skills in Isolation & Competition.</p>

	Boys: Football and Badminton	Football and handball : <i>start, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play.</i> Fast break, Support play, Teamwork, Screening, Slow play, Marking, Intercepting, Blocking, Goalkeeping, Counterattack Pick up and pass.	football/handball game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Students' will focus on progressing, implementing and refining team and individual game performance to outwit opponents.	Peer & Self-Assessment Summative: NC Levels
Spring 1	Girls: Football & Gymnastics Boys: Table tennis and HRF	Football as per instruction above. Table Tennis: <i>Ready position, angles, forehand, backhand, block, push, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness</i> HRF: <i>Agility, Balance, Body Composition, Cardiovascular Endurance, Coordination, Flexibility, Muscular Endurance Muscular Strength, Power, Reaction Time, Speed, interval, fartlek, circuits.</i> Gymnastics - Through the activities in this unit students will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> •performance, <i>eg criteria for observing and judging, locomotion, transference, balance, roll, rotations, aesthetically pleasing, body tension, body alignment, unison, canon, timing, sequence, movement</i> •dynamics, <i>eg explosive/sustained, replicate, fluency, control, body tension, weight bearing, support, coordination, flight, levels, transitions and other gymnastics terminology</i> 	Football as per instruction above. Table Tennis: Students will focus on developing advanced techniques as well as implementing and refining complex plays to outwit opponents. Students will be able to demonstrate the elements of attack and defence through game play. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Student should be able to confidently score and officiate table tennis games. HRF: In this unit students will carry out tests into the bodies' ability to perform health and skill related components of fitness. They will be able to identify personal strengths and weaknesses in their performance. Students will learn and experience different methods of training which can be adapted to suit the needs of their fitness journey. Gymnastics – In this unit students will demonstrate skills and agility individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Students incorporate control, precision and aesthetics into sequences showing creativity, fluency and timing. Students will evaluate and assess movements to improve sequences.	Formative: Q and a Skills in Isolation & Competition. Peer & Self-Assessment Summative: NC Levels Gymnastics: Peer assessment - level each performance. Teacher grades against NC levels
Spring 2	Girls: HRF and Table tennis Boys: Gymnastics and Handball	All above as per previous instruction.	All above as per previous instruction.	All above as per previous instruction.

<p>Summer 1</p>	<p>Girls: Athletics and Rounders Boys: Cricket and Athletics</p>	<p>Athletics: <i>eg improving stamina, strength and/or suppleness</i></p> <ul style="list-style-type: none"> <i>training programmes, eg interval, pyramid, repetitions and sets, fartlek, cross-training</i> <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, students will further enhance replication and performance across all disciplines. Students to gain a further understanding of fitness and its relationship to performance. Students will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, students will engage in performing skills and personal and collective bests in relation to speed, height and distance.</p> <p>Rounders and cricket: In this unit students focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Students will further work on the skill 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 between wickets or around bases to score runs. Students should accurately score games & understand rules.</p>	<p>Formative: Q and a Skills in Isolation & Competition. Peer & Self-Assessment</p> <p>Summative: NC Levels</p>
<p>Summer 2</p>	<p>Girls: Cricket and Team Building Boys: Rounders and Teambuilding</p>	<p>Cricket and rounders and Athletics as above.</p> <p><u>Team Building:</u> 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. <i>Another two lessons where students have to work in larger groups and find out a way of working together in order to complete specific tasks.</i></p> <p><u>Problem Solving:</u> 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. <i>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</i></p>	<p>Teambuilding: In this unit of lessons students 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: Q and a Skills in Isolation & Competition. Peer & Self-Assessment</p> <p>Summative: NC Levels</p>