

Medium Term Plans

<p>Year Group: Year 7</p>	<p>Cycle Topic: Invasion games</p>
<p>Key content: To understand the basic rules and regulations of invasion games. To learn the fundamental skills involved; Passing, shooting, tackling, movement, playing area orientation</p> <p>Skills involved with tackling are conditioned to make them easier to learn and for the game to be more accessible (in some sports)</p> <p>Higher level skills taught to stretch and challenge the more able</p>	<p>WHY are the students LEARNING this? Many students when they arrive in Year 7 have little experience of traditional invasion games. In Cycle 1 we look to develop simple skill acquisition and basic knowledge of rules, regulations and scoring.</p> <p>Teachers will also be aware that some students may arrive at WCSA with prior knowledge and skills of the sport due to participation at grassroots local clubs. Teachers will cater for these students through stretch and challenge with higher level skills as well as the adopting of leadership and roles, such as: coaches.</p> <p>These are the building blocks for the sport. Allowing all students to access a conditioned game but giving more able students the opportunity to acquire higher level skills.</p> <p>Students learn a variety of invasion games as these allow both inter and outer school competition. They are traditional sports that allow staff to develop students confidence, teamwork, leadership, empathy among many other characteristics</p> <p>Invasion games also develop many transferable skills that can be taught in a familiar context and then utilised in less traditional sports</p> <p>Invasion games are a key part of both the National Curriculum and a broad balanced curriculum, this is why we deliver it.</p> <p>Students have to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - National Curriculum</p>
<p>Key concepts: How and why of tackling/passing/shooting.</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Passing, tackling, shooting, positions, infringements, rucking, mauling, scrum, scoring etc...</p>	<p>What teaching challenges does this unit present? Being a contact sport puts off some students. Groups may need substantial differentiation.</p> <p>New sports never experienced before. Need to be accessible.</p>

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	<p>Need to be fun and engaging and also stretch and challenge the more able and those that are already in teams or demonstrating high levels of skill acquisition</p> <p>Staff confidence and ability to deliver specific invasion games. Planned departmental CPD ran by MKD (Rugby), CW (Hockey)</p>
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<p>Year Group: Year 7</p>	<p>Cycle Topic: Net Games</p>
<p>Key content: To understand the basic rules and regulations of net games. To learn the fundamental skills involved; shots (forehand/backhand/clear and smash), serving, court orientation, effective shot selection</p> <p>How to score a game.</p> <p>Skills involved with both singles and doubles.</p>	<p>WHY are the students LEARNING this? These are the building blocks for the sport. Allowing all students to access a conditioned game but giving more able students the opportunity to acquire higher level skills.</p> <p>Locally NET games are not widely participated in at grassroots level so skill level and knowledge is significantly weaker than that of invasion games. Students that develop quicker due to having good hand eye coordination and demonstrate effective footwork will be stretched through deeper skill level and development of the tactical side of the sports.</p> <p>Students develop knowledge and skills in net games as they allow students to access sports that can be played as an individual or a pair. This will suit some learners as the dynamics are vastly different than that of a team sport. They require greater focus and in parts a larger skill set as they will be more involved than in a team environment.</p> <p>Net games are a key part of both the National Curriculum and a broad balanced curriculum, this is why we deliver it.</p> <p>Students have to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - National Curriculum</p>

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<p>Key concepts: How and why of serving, forehand and backhand. Developing these specific shots will allow a game to be played. Developing the higher level skills will allow for a more dynamic, fast paced game to be played</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field court with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Different shots, movements, rules, equipment, various positions.</p>	<p>What teaching challenges does this unit present? Deemed as middle class sports students tend to have little to no experience in net games. Ability is often quite low so progression is slow. Teachers need to plan for differentiation and engagement. Often planning creative ways of delivering the teaching points</p>

<p>Year Group: Year 7</p>	<p>Cycle Topic: Gym</p>
<p>Key content: To understand basic movement. To learn the fundamental skills involved in gymnastics, focussing on floor work. These include; travel, balances, paired balances, rolls, turns, routines.</p> <p>Skills involved are taught at a low level (floor) in Year 7 to build confidence and so students can demonstrate the required body strength and skill set to be able to focus on Flight in Year 8</p>	<p>WHY are the students LEARNING this? These are the building blocks for the sport. Allowing all students to understand how their body moves on. These foundation movements allow higher skill level to be developed and in Year 8 students can explore 'flight'</p> <p>With Gymnastics being a very specific sport we find that students on arrival have a lower skill level than in the more traditional sports. This is why we deliver floor work in Y7. It allows all students to develop awareness and understanding and be able to progress quicker.</p> <p>For those higher level students, teachers will encourage demonstrations of what skills should look in their entirety giving full context to the work. They can also reciprocal teach</p> <p>Students are taught gym as it develops a greater understanding of how the body moves and what it is capable of. It often provides a platform for all students to demonstrate greater than expected progress not just the students that regularly play team sports outside of school. It also teaches the skill of composition, presentation, aesthetical awareness.</p> <p>Students will develop their technique and improve their performance in line with the National Curriculum</p>

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<p>Key concepts: How the body moves, rotates and balances. How to effectively change mass, balance and direction. How to hold body weight using an 'A' frame - the fundamental core building block of the 'handspring' which is the topic in Year 8</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL.</p>
<p>Key terminology and vocabulary (subject specific) Log roll, forward roll, backward roll, teddy bear roll, balance, points of contact, paired balance, aesthetics</p>	<p>What teaching challenges does this unit present? Boys struggle initially with the concept of doing gymnastics. This is overcome entirely by the enthusiasm of the teacher.</p> <p>Staff confidence and ability to deliver gymnastics. Planned departmental CPD ran by CT (one session delivered to DJ)</p>

<p>Year Group: Year 7</p>	<p>Cycle Topic: Athletics</p>
<p>Key content: To understand the basic structure of athletics - run, jump and throw. To learn the fundamental skills involved in any of the running, throwing and jumping events and to make links with other disciplines within athletics. Focus is on transferable skills.</p>	<p>WHY are the students LEARNING this? This is typically the first time a Year 7 student would have experienced a traditional athletics event.</p> <p>A year 7 student will arrive having being taught basic throwing and running at primary school, but not the technique.</p> <p>They are taught the fundamental movement and then should be able to transfer them across many disciplines, For example, teach a student how to sprint and then this can be applied not only to running events but also the start phase of many of the jumping events. Athletics is also a good way to engage the non team sport students, as well as allowing them to explore a topic that has a rich history within british sport and demonstrates many of the FBV</p> <p>Athletics allows students to develop their technique and improve their performance in line with the National Curriculum.</p>
<p>Key concepts: How and why of running, jumping, throwing.</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on track communication with team-mates and coaches. Scoring</p>
<p>Key terminology and vocabulary (subject specific) Sprint, jog, pacing, sprint start, power, flexibility, speed, changeover</p>	<p>What teaching challenges does this unit present? Teaching of athletics is often delivered better through concepts and then adapting them to specific events. Also</p>

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	the opportunity to discuss and develop resilience, especially in the longer distance events
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<p>Year Group: Year 7</p>	<p>Cycle Topic: Striking and fielding</p>
<p>Key content: To understand the basic rules and regulations of striking and fielding. To learn the fundamental skills involved; Throwing, catching, batting, bowling</p> <p>Skills involved with batting and bowling are conditioned to make them easier to learn and for the game to be more accessible</p>	<p>WHY are the students LEARNING this? These are the building blocks for the sport. Allowing all students to access a conditioned game but giving more able students the opportunity to acquire higher level skills.</p> <p>Worle does not have a large percentage of performers in this area. This may part down to demographic and geographical constraints. This means skill level is often quite low.</p> <p>Students are taught striking and fielding activities as they develop key life skills, like throwing and catching. The sports also have many variations that make them very accessible to a wide range if not all learners.</p> <p>Students have to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - National Curriculum</p>
<p>Key concepts: How and why certain skills have certain points of performance. Over arm bowling, batting, fielding (long and short barrier)</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Bowling, batting, fielding, scoring, runs, various positions.</p>	<p>What teaching challenges does this unit present? Coordination is a key component of fitness within this topic. However, the skills are new to most Y7s so coordination is usually quite low. Lessons show be delivered in a way that engages all learners but assists progression for the more able.</p> <p>Staff confidence and ability to deliver cricket. Planned departmental CPD ran by DJ</p>

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<p>Year Group: Year 7</p>	<p>Cycle Topic: CrossFit Health related fitness</p>
<p>Key content: To understand the basic benefits of healthy and active lifestyle. To learn the fundamental movements involved; squatting, sit-ups, press-ups, burpee, box jump, wall-ball, kettlebell swing and snatch, dumbbell variations.</p> <p>Skills that involve weights need to be taught explicitly so the teacher is confident that the learner is safe</p>	<p>WHY are the students LEARNING this? Students are learning about HRF and CrossFit as it teaches concepts and knowledge of how a physically active lifestyle can have a positive impact on both mental and physical well being. It also allows students to engage in PE in a non team sport/traditional manner. We believe these are extremely important in a young person's life and this is why it is taught.</p> <p>These are the building blocks for the sport. Allowing all students to access a conditioned game but giving more able students the opportunity to acquire higher level skills.</p> <p>They develop the confidence and interest to get involved in exercise and understand and apply the long-term health benefits of physical activity. As stated in the National Curriculum</p>
<p>Key concepts: Fitness, healthy lifestyle, types of training, whys? hows?</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL</p>
<p>Key terminology and vocabulary (subject specific) Cardiovascular, respiratory, muscular, endurance, components of fitness, heart rate, calculating intensities, breaking parallel, form, technique.</p>	<p>What teaching challenges does this unit present? Staff confidence and ability to deliver CrossFit (Planned departmental CPD ran by CT) Students resilience to high intensity physical activity.</p>

<p>Year Group: Year 8</p>	<p>Cycle Topic: Invasion games</p>
<p>Key content: To develop an understanding of more complex rules and regulations of invasion games. To apply the fundamental skills involved (Passing, shooting, tackling, movement, playing area orientation) in competitive situations</p> <p>Skills involved with tackling are conditioned to make them easier to learn and for the game to be more accessible (in some sports)</p>	<p>WHY are the students LEARNING this? Many students will have progressed well with the content delivered in Cycle 1 in year 7. Now we look to develop more complex skills and a greater knowledge and understanding of 'the game' in Cycle 1 Year 8. This sequential learning provides students with the necessary skills to outwit an opponent and make decisions on how to positively impact upon a game. Showing a range of tactics and strategies to overcome opponents in direct competition - National Curriculum</p>

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	<p>Sequential learning of invasion games also further develops students confidence, teamwork, leadership, empathy among many other characteristics</p> <p>Continued improvement of the skills associated with Invasion games will increase many transferable skills that can be taught in a familiar context and then utilised in less traditional sports</p> <p>Invasion games are a key part of both the National Curriculum and a broad balanced curriculum, this is why we deliver it.</p>
<p>Key concepts: How and why of tackling/passing/shooting.</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Passing, tackling, shooting, positions, infringements, rucking, mauling, scrum, scoring etc...</p>	<p>What teaching challenges does this unit present? Being a contact sport puts off some students. Groups may need substantial differentiation.</p> <p>Need to be fun and engaging and also stretch and challenge the more able and those that are already in teams or demonstrating high levels of skill acquisition</p> <p>Staff confidence and ability to deliver specific invasion games. Planned departmental CPD ran by MKD (Rugby), CW (Hockey)</p>

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<p>Year Group: Year 8</p>	<p>Cycle Topic: Net Games</p>
<p>Key content: To build upon the understanding of the basic rules and regulations of net games. To learn more complex skills and strategies involved; shots (forehand/backhand/clear and smash), serving, court orientation, effective shot selection</p> <p>How to score a game.</p> <p>Skills involved with both singles and doubles.</p>	<p>WHY are the students LEARNING this? In year 8 we are wanting students to develop more complex skills and start to demonstrate an awareness of strategies to overcome an opponent - National Curriculum.</p> <p>It is also essential that we provide as much exposure to net games as possible as it is likely the vast majority of students who take our KS4 vocational offer will need this knowledge to maximise their outcome. We can not rely on their development as sports players like we could in an invasion game, as most do not access these sports put of school time.</p> <p>Net games are a key part of both the National Curriculum and a broad balanced curriculum, this is why we deliver it.</p>
<p>Key concepts: How and why of serving, forehand and backhand. Developing these specific shots will allow a game to be played. Developing the higher level skills will allow for a more dynamic, fast paced game to be played</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field court with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Different shots, movements, rules, equipment, various positions.</p>	<p>What teaching challenges does this unit present? Teachers need to plan for a wide range of abilities utilising differentiation and engagement. Often planning creative ways of delivering the teaching points</p>

<p>Year Group: Year 8</p>	<p>Cycle Topic: Gym</p>
<p>Key content: In Year 8 student progress from floor work to 'flight'. They will be learning new skills but will have to recall prior learning from Year 7 as they are the building blocks to the higher level skills associated with Flight.</p>	<p>WHY are the students LEARNING this? We teach 'Flight' in Year 8 as it is sequential from the learning that took place in Year 7. In becomes more difficult both by task and outcome.</p>

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	<p>It is still prominent in our curriculum as it teaches valuable lessons in performance and self evaluation. The ability to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - National Curriculum.</p> <p>Students are taught gym as it develops a greater understanding of how the body moves and what it is capable of. It often provides a platform for all students to demonstrate greater than expected progress not just the students that regularly play team sports outside of school. It also teaches the skill of composition, presentation, aesthetical awareness.</p>
<p>Key concepts: How the body moves, rotates and balances. How to effectively change mass, balance and direction. How to hold body weight using an 'A' frame. Vaulting and the 'handspring' which is the topic in Year 8</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL.</p>
<p>Key terminology and vocabulary (subject specific) Side vault, through vault, cat spring, hand spring</p>	<p>What teaching challenges does this unit present? Boys struggle initially with the concept of doing gymnastics. This is overcome entirely by the enthusiasm of the teacher.</p> <p>Staff confidence and ability to deliver gymnastics. Planned departmental CPD ran by CT (one session delivered to DJ)</p>

<p>Year Group: Year 8</p>	<p>Cycle Topic: Athletics</p>
<p>Key content: To develop a greater understanding of more complex skills associated with athletics - run, jump and throw. To learn the various grips, sprint set-ups, run-ups, feet placement</p>	<p>WHY are the students LEARNING this?</p> <p>We continue to teach Athletics in Year 8 as we look to build on the learning that took place in Year 7. They are now taught more complex movements as well as the opportunity to reflect on last year's performances and make improvements utilising newly learned complex skills. For example, students will develop the sprint start in short distance track events. If utilised effectively it will improve upon results from last year.</p>

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	<p>Athletics is also a good way to engage the non team sport students, as well as allowing them to explore a topic that has a rich history within british sport and demonstrates many of the FBV</p> <p>Athletics allows students to develop their technique and improve their performance in line with the National Curriculum.</p>
<p>Key concepts: How and why of running, jumping, throwing.</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on track communication with team-mates and coaches. Scoring</p>
<p>Key terminology and vocabulary (subject specific) Sprint, jog, pacing, sprint start, power, flexibility, speed, changeover</p>	<p>What teaching challenges does this unit present? Teaching of athletics is often delivered better through concepts and then adapting them to specific events. Also the opportunity to discuss and develop resilience, especially in the longer distance events</p>

<p>Year Group: Year 8</p>	<p>Cycle Topic: Striking and fielding</p>
<p>Key content: To develop more complex skills and a greater understanding of rules and regulations of striking and fielding. To develop skills involved; Throwing, catching, batting, bowling, spin bowling.</p> <p>Skills involved with batting and bowling are conditioned to make them easier to learn and for the game to be more accessible</p>	<p>WHY are the students LEARNING this? Students are now learning more complex skills in Cycle 4 of year 8. This learning is sequential as it builds upon the basic skills developed in Year 7. Students will become more aware of their own performance and be able to use key indicators to improve.</p> <p>Due to exposure of striking and fielding activities we would hoep to see more students accessing local clubs outside of school. This is vital, as cricket is a summer sport and is an option to keep fit and healthy for more traditional team sport performers, as they can play this sport in the off season.</p> <p>Students are taught striking and fielding activities as they develop key life skills, like throwing and catching. The sports also have many variations that make them very accessible to a wide range if not all learners.</p>

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	Students have to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - National Curriculum
Key concepts: How and why certain skills have certain points of performance. Over arm bowling, batting, fielding (long and short barrier)	How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.
Key terminology and vocabulary (subject specific) Bowling, batting, fielding, scoring, runs, various positions.	What teaching challenges does this unit present? Cricket is a unique sport team sport that can be dominated by individuals. It is a teachers role to make sure that all are engaged and have an opportunity to participate fully. For the more able teachers will look to deploy them as coaches/mentors Staff confidence and ability to deliver cricket. Planned departmental CPD ran by DJ

Year Group: Year 8	Cycle Topic: CrossFit Health related fitness
Key content: To build upon knowledge of health of a healthy and active lifestyle. To learn more complex movements involved; squatting, sit-ups, press-ups, burpee, box jump, wall-ball, kettlebell swing and snatch, dumbbell variations (same as fundamental movements but done with greater intensity) Skills that involve weights need to be taught explicitly so the teacher is confident that the learner is safe	WHY are the students LEARNING this? Students are learning about HRF and CrossFit as it teaches concepts and knowledge of how a physically active lifestyle can have a positive impact on both mental and physical well being. It also allows students to engage in PE in a non team sport/traditional manner. These are the building blocks for the sport. Allowing all students to access a conditioned game but giving more able students the opportunity to acquire higher level skills. They develop the confidence and interest to get involved in exercise and understand and apply the long-term health benefits of physical activity. As stated in the National Curriculum
Key concepts: Fitness, healthy lifestyle, types of training, whys? hows?	How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL
Key terminology and vocabulary (subject specific) Cardiovascular, respiratory, muscular, endurance, components of fitness, heart rate, calculating intensities, breaking parallel, form, technique.	What teaching challenges does this unit present? Staff confidence and ability to deliver CrossFit (Planned departmental CPD ran by CT) Students resilience to high intensity physical activity.

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<p>Year Group: Year 9</p>	<p>Cycle Topic: Invasion games</p>
<p>Key content: To build upon prior learning from Y7 and Y8. This is done through 'games for understanding'. Students will play small sided games using previously learned skills. When appropriate, teachers will stop play to either reinforce what is good practice or introduce a new skill. The skill will be taught in isolation and then taken back into the game.</p> <p>This method allows students to play the sport as well as continue to acquire skills. Students can demonstrate progression through their in game impact, and understanding of tactics as well as adapting to the new higher level skills being introduced.</p> <p>This method also allows students to adopt a variety of roles, such as; player, coach, trainer, captain. These will help develop not only game knowledge but increase social and emotional intelligence</p>	<p>WHY are the students LEARNING this? Students have grasped the fundamental key skills and are able to play small sided conditioned games. Stretching the top learners enabled them to access competitive fixtures. Students are now being taught more complex skills within invasion games. This challenges all abilities and promotes progress. On the whole games are have minimal conditions and represent more full context sports.</p> <p>Students have learned a variety of invasion games allowing them to participate in lesson and compete in both inter and outer school competition. They are traditional sports that allow staff to develop students confidence, teamwork, leadership, empathy among many other characteristics</p> <p>Students have been able to participate in local, regional and national competitions. There are also opportunities to represent the district.</p> <p>Invasion games also develop many transferable skills that can be taught in a familiar context and then utilised in less traditional sports</p>
<p>Key concepts: To demonstrate understanding of tackles/passes/shoots/tactics/concepts that have been previously learned in game situations. Students are able to understand new concepts that are introduced in the middle of games and incorporate in to their gameplay</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Passing, tackling, shooting, positions, infringements, rucking, mauling, scrum, scoring etc...</p>	<p>What teaching challenges does this unit present? Teaching through 'games for understanding' enables students to demonstrate their skills and knowledge of invasions games but does present challenges for teachers. Students should still continue to learn so it is imperative that teachers are confident to spot areas for skill development/introduction and then have methods to progress the students.</p>

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	<p>Need to be fun and engaging and also stretch and challenge the more able and those that are already in teams or demonstrating high levels of skill acquisition</p> <p>Staff confidence and ability to deliver specific invasion games. Planned departmental CPD ran by MKD (Rugby), CW (Hockey)</p>
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<p>Year Group: Year 9</p>	<p>Cycle Topic: Net Games</p>
<p>Key content: To build upon prior learning from Y7 and Y8. This is done through 'games for understanding'. Students will play small sided games, singles or doubles using previously learned skills. When appropriate, teachers will stop play to either reinforce what is good practice or introduce a new skill. The skill will be taught in isolation and then taken back into the game.</p> <p>This method allows students to play sports as well as continue to acquire skills. Students can demonstrate progression through their in game impact, and understanding of tactics as well as adapting to the new higher level skills being introduced.</p> <p>This method also allows students to adopt a variety of roles, such as; player, coach, trainer, umpire. These will help develop not only game knowledge but increase social and emotional intelligence</p>	<p>WHY are the students LEARNING this? Students have grasped the fundamental key skills and are able to play singles/doubles conditioned games. They will now demonstrate acquired skills and knowledge through 'games for understanding'. This will allow for skills to be tested in game situations but also where gaps in skill set and knowledge appear teaching can take place.</p> <p>Students develop knowledge and skills in net games as they allow students to access sports that can be played as an individual or a pair. This will suit some learners as the dynamics are vastly different than that of a team sport. It is important that they develop in this area as it plays a key role in our Ks4 vocational course. Likely to be selected as an individual sport for assessment.</p>
<p>Key concepts: To demonstrate overhead, dropshot and clear/smash. Developing these specific shots will have allowed competitive games to be played. Developing the higher level skills will allow for a more dynamic, fast paced game to be played</p> <p>Students are able to understand new concepts that are introduced in the middle of games and incorporate in to their gameplay</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field court with team-mates and coaches.</p>

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<p>Key terminology and vocabulary (subject specific) Different shots, movements, rules, equipment, various positions.</p>	<p>What teaching challenges does this unit present? Deemed as middle class sports students tend to have little to no experience in net games. Ability is often quite low so progression is slow. Teachers need to plan for differentiation and engagement. Often planning creative ways of delivering the teaching points</p> <p>Class numbers often make it difficult for net sports to be played as individuals. It is necessary for students to experience this, so being creative with teaching space is essential</p>

<p>Year Group: Year 9</p>	<p>Cycle Topic: Gym</p>
<p>Key content: To understand more complex vault movements. To learn the fundamental skills involved in gymnastics, focussing on flight work. These include; straight jump, straddle vault, pike, side vault, through vault. MA will develop cat spring, longbox straddle, handspring, long box handspring</p> <p>Skills involved are taught at an increased level of difficulty, using the equipment in Year 9. Students have developed an understanding and ability to weight bear on floor and on the equipment so now will transition to differentiated tasks to demonstrate their ability.</p> <p>The more able will demonstrate skills associated with the handspring both on short and long box.</p>	<p>WHY are the students LEARNING this? Students will develop skills learned in Y7 and 8 which were taught through ‘floor’ activities and ‘flight’ and apply them to higher level skills. The difficulty level increases as work is now completed above floor level and over a variety of distances. So the continuation to explicitly teach the need for health and safety awareness and safe practice is necessary.</p> <p>Differentiation within gymnastics is effective as all the class can find success dependent on activity.</p> <p>Students are taught gym as it develops a greater understanding of how the body moves and what it is capable of. It often provides a platform for all students to demonstrate greater than expected progress not just the students that regularly play team sports outside of school. It also teaches the skill of composition, presentation, aesthetical awareness.</p>
<p>Key concepts: How the body travels through space, rotates and balances. How to effectively hold weight using an ‘A’ frame - the fundamental core building block of the ‘handspring’ both on short and long apparatus</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL.</p>

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<p>Key terminology and vocabulary (subject specific) vault, handspring, take-off, landing, rotations, 'a' frame, aesthetics</p>	<p>What teaching challenges does this unit present? Boys struggle initially with the concept of doing gymnastics. This is overcome entirely by the enthusiasm of the teacher.</p> <p>Stretching the more able is down to the ability of the member of the staff. The high risk activity is difficult for some to teach.</p> <p>Making sure that those lower abilities are still catered for and are getting teacher time as a lot of time is spent monitoring the practice of the more able due to the high risk associated.</p> <p>Staff confidence and ability to deliver gymnastics. Planned departmental CPD ran by CT (one session delivered to DJ)</p>

<p>Year Group: Year 9</p>	<p>Cycle Topic: Athletics</p>
<p>Key content: To develop the key skills adopted in the run, jump and throw activities. To start looking at each event individually and how times, distances, heights can be improved. Start to look at key areas such as; sprint start, footwork in high jump, grip in javelin, effective baton change over.</p> <p>Students have built up skills, knowledge and understanding over the course of Year 7 and 8 and have an awareness of their ability on both the track and field. They will now look at how they can improve their own performance.</p>	<p>WHY are the students LEARNING this? Students will now have an understanding of where their specialty lies within Athletics. They can now dig deeper into that event and focus on improving time, distance, height etc... As well as still exploring all the different events. Still remains a good way to engage the non team sport students, as well as allowing them to explore a topic that has a rich history within British sport and demonstrates many of the FBV</p> <p>Opportunities will arise to represent their sports team (house) at school and their school at district and regional events.</p>
<p>Key concepts: Knowledge of running, jumping, throwing.</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on track communication with team-mates and coaches. Scoring</p>
<p>Key terminology and vocabulary (subject specific) Sprint, jog, pacing, sprint start, power, flexibility, speed, changeover</p>	<p>What teaching challenges does this unit present? Teaching of athletics is often delivered better through concepts and then adapting them to specific events. Also</p>

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	<p>the opportunity to discuss and develop resilience, especially in the longer distance events</p> <p>Students will now have an understanding of their strongest and weakest area of athletics. Teachers can now offer structure for progression for all.</p>
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<p>Year Group: Year 9</p>	<p>Cycle Topic: Striking and fielding</p>
<p>Key content: To build upon prior learning from Y7 and Y8. This is done through ‘games for understanding’. Students will play small sided games using previously learned skills. When appropriate, teachers will stop play to either reinforce what is good practice or introduce a new skill. The skill will be taught in isolation and then taken back into the game.</p> <p>This method allows students to play the sport as well as continue to acquire skills. Students can demonstrate progression through their in game impact, and understanding of tactics as well as adapting to the new higher level skills being introduced.</p> <p>This method also allows students to adopt a variety of roles, such as; player, coach, trainer, captain. These will help develop not only game knowledge but increase social and emotional intelligence</p>	<p>WHY are the students LEARNING this? Students have grasped the fundamental key skills and are able to play small sided conditioned games. Stretching the top learners enabled them to access competitive fixtures. Students are now being taught more complex skills within striking and fielding. This challenges all abilities and promotes progress. On the whole games have minimal conditions and represent more full context sports.</p> <p>Students have learned a variety of striking and fielding sports allowing them to participate in lessons and compete in both inter and outer school competition. They are traditional sports that allow staff to develop students confidence, teamwork, leadership, empathy among many other characteristics</p> <p>Students have been able to participate in local events</p> <p>Invasion games also develop many transferable skills that can be taught in a familiar context and then utilised in less traditional sports</p>
<p>Key concepts: Developed knowledge, understanding and skills including; Over arm bowling, batting, fielding (long and short barrier), spin bowling, variety of shot selection</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL, on field communication with team-mates and coaches.</p>
<p>Key terminology and vocabulary (subject specific) Bowling, batting, fielding, scoring, runs, various positions.</p>	<p>What teaching challenges does this unit present? Cricket especially presents challenges. It can be a team sport played by individuals. If a student is good at</p>

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	<p>both batting and bowling they can adopt many of the key roles within the team. Staff need to make sure they are engaging all. Use more able as reciprocal teachers</p> <p>Staff confidence and ability to deliver cricket. Planned departmental CPD ran by DJ</p>
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<p>Year Group: Year 10</p>	<p>Cycle Topic: OCR Cambridge National Sports Studies</p>
<p>Key content: R051 - Contemporary issues in sport (Exam = 25% of award) Develop knowledge and understanding of the contemporary issues in sport. These include; User groups, barriers to participation, solutions, Sporting Values, Performance Enhancing Drugs, Hosting Major Sporting Events, National Governing Bodies</p> <p>R052 - Practical Sport (Practical assessment + coursework = 25% of award) Assessed as a practical performer in one individual sport and one team sport. Piece of coursework on self analysis and improvement plan</p>	<p>WHY are the students LEARNING this? Students are learning about contemporary issues in sport as a level 1/2 qualification. This qualification will give them knowledge of issues in sport as well as the ability to progress onto a level 3 qualification at college or sixth form. A vocational qualification suits are learners better than a GCSE as it feeds directly into learning pathways of appropriate local level 3 providers. This is due to the lack of local A level PE provision</p>
<p>Key concepts: Why do groups participate in sport? What stops groups participating? what can be done to alleviate any barriers to participation? What sporting values are also life values? Why take performance enhancing drugs? is it fair? ethical? should they be legalised? what are the benefits of hosting major sporting events? Who runs sport?</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL,</p> <p>Writing is developed through work books, mid point assessments, home learning, end of topic assessments.</p> <p>Oracy and reading is developed through in class activities, assessments</p>
<p>Key terminology and vocabulary (subject specific) User group, participation, popularity, increase, decrease, infrastructure, governing body, beta blockers, analgesics, steroid, stimulant, hosting</p>	<p>What teaching challenges does this unit present? Staff confidence and ability to deliver on vocational course (CPD) Students often are weaker in one area of the course, For example practical assessments. Challenges present themselves in terms of student progress.</p>

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<p>Year Group: Year 11</p>	<p>Cycle Topic: OCR Cambridge National Sports Studies</p>
<p>Key content: R053 - Sports Leadership (Practical assessment + coursework = 25% of award) Develop knowledge and understanding the skills, qualities and responsibilities of an effective sports leader. Be able to plan, risk assess, deliver and evaluate a practical session</p> <p>R054 - Sport and the media (coursework = 25% of award) Develop knowledge and understanding of the role media plays in sports. To identify the various types of media outlets. To be able to identify a case study and effectively conclude the impact that certain media platforms had upon the case.</p>	<p>WHY are the students LEARNING this? Students are learning about contemporary issues in sport as a level 1/2 qualification. This qualification will give them knowledge of issues in sport as well as the ability to progress onto a level 3 qualification at college or sixth form. A vocational qualification suits are learners better than a GCSE as it feeds directly into learning pathways of appropriate local level 3 providers. This is due to the lack of local A level PE provision</p>
<p>Key concepts: What skills, qualities and responsibilities must an effective leader demonstrate? How is a lesson planned? what risks are associated with specific sports activities? How would a session be improved based upon peer feedback? What role does the media play in sports? is it positive or negative?</p>	<p>How will oracy, reading and writing be developed in this topic? Oracy is developed through peer assessment, pair and share activities, AfL,</p> <p>Writing is developed through work books, mid point assessments, home learning, end of topic assessments.</p> <p>Oracy and reading is developed through in class activities, assessments</p>
<p>Key terminology and vocabulary (subject specific) skills, qualities, responsibilities, risk, assessment, democratic, autocratic, lezais fair, internet, paper, books, blogs</p>	<p>What teaching challenges does this unit present? Staff confidence and ability to deliver on vocational course (CPD) Students often are weaker in one area of the course, For example practical assessments. Challenges present themselves in terms of student progress.</p>