




PE

Key Stage 3 Framework for Learning

Year 7 2017-2018: Future Foundations

First 2 weeks	
Knowledge	Cosmic Baseline Assessment of main four Dept activities Football/ Netball, Basketball, Cricket, Fitness in Different Countries National Sport. Students will consider which body types are of an advantage for certain sports (eg: tall= bball, muscular=rugby, small= horse jockey).
Skills	Core skills in running, jumping, hitting, catching, throwing and kicking. Acquire, develop, refine, create, and identify techniques. Passing, shooting, tackling, ball control/ ball handling, bowling, serving, overhead, clears, forehand, backhand, spin.
Assessment	A two week baseline testing in different activities and skills.
Cultural enrichment	
Character	
Autumn 1	
Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities.</p> <p>Some activities may vary according to gender.</p> <p><u>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</u></p> <p><u>Rugby –</u></p> <ul style="list-style-type: none"> • Learn to use basic principles of play when selecting and applying tactics for defending and attacking • Develop the skills necessary when Passing in the correct direction, receiving, intercepting • Outwitting and opponent will be developed through small sided games and conditional situations • Demonstrating high quality performances and accurate replication will be assessed <p><u>Netball –</u></p> <ul style="list-style-type: none"> • Perform fundamental netball passing and handling skills linking movement • Able to perform these in a small sided game to maintain ball possession & begin to outwit opponents • To develop an understanding and knowledge of the basic footwork rule of netball <p><u>Football –</u></p> <ul style="list-style-type: none"> • Perform the basic Football skills of passing and receiving • Perform these in a small sided game • Understand and know where passing is used in football • Able to outwit opponents with dribbling • Understand the importance of width and playing into space in order to attack • Know the benefits of types of shot on goal • Develop the ability to outwit opponents and teams using strategies and tactics. <p><u>Badminton –</u></p> <ul style="list-style-type: none"> • Demonstrate & use the correct grip and ready position • Recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket • Understand the different lines and areas on the court and be able to move around within them • Replicate overhead and underarm clear, service and drop shot with control and accuracy • Accurately replicate basic shots in a small sided game implementing basic strategies and tactics <p><u>HIGH ACHIEVERS</u></p> <p>High achievers in specific sports will begin to access the Year 8 or 9 curriculums</p>
Skills	<p>Performer will demonstrate skills with control in isolation and conditioned practices situations. Official - will have the knowledge of the basic rules and methods of scoring. Leader - will understand fair play/ team work and warm-up activities.</p> <p><u>Importance of attendance to results:</u> Promote attendance to lessons to impact on practice hours, which therefore impacts on progress and practical assessment. Promote attendance to progress tests is ensured through catch-up opportunities. Promote attendance to extra-curricular activities in PE to further enhance student’s development. Students being targeted to attend through lessons and reports.</p>



	<p>Promote attendance to our sporting club links or other local community sports clubs/ teams.</p> <p>Motivational tools to get yourself involved with a range of activities, some they are familiar with and competent and some which are new and unfamiliar.</p> <p>Promote motivation through extrinsic tangible reward incentives for excellent effort, such as postcards, star of lesson stickers, reward trips.</p> <p>Also intangible rewards such as purposeful verbal, or written praise and recognition.</p> <p>Promote intrinsic motivation by developing desire to do the best they can for themselves and they own development and achievement.</p>
Assessment	<p>Marking Point 1 <i>Practical Assessment Activity 1 or 2 (depending on rotation order)</i> Boys: <u>Activity 1: Football-</u> developing dribbling, passing, shooting, ball control <u>Activity 2: Rugby-</u> developing grip, evading, passing and tackling</p> <p>Girls: <u>Activity 1: Netball-</u> developing spatial awareness, passing, shooting, defending <u>Activity 2: Badminton-</u> grip & control, high & low serve, overhead clear, drop shot, smash</p> <p>Marking Point 2 <i>Practical Assessment in Activity 1 or 2</i> Boys: <u>Activity 1: Football-</u> developing dribbling, passing, shooting, ball control <u>Activity 2: Rugby-</u> developing grip, evading, passing and tackling</p> <p>Girls: <u>Activity 1: Netball-</u> developing spatial awareness, passing, shooting, defending <u>Activity 2: Badminton-</u> grip & control, high & low serve, overhead clear, drop shot, smash</p> <p>Autumn 1 Online Home Learning Written Task 3 t on the benefits of participating in physical activity on health.</p> <p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>
Cultural enrichment	<p>Inter-competition for all years in rugby, football and netball.</p> <p>Extensive Autumn Extra curricular programme- Football (Boys & Girls all years).</p> <p>Basketball (KS3 & 4 Girls & Boys).</p> <p>Rugby (Yr 7, 8/9, 10/11).</p> <p>Badminton (KS3 team & KS4 team).</p> <p>Netball (Yr 7, 8 & 8).</p> <p>Tennis (all years boys & girls).</p> <p>Table Tennis (Boys all years).</p> <p>Kick Boxing (all years boys & girls).</p> <p>Interschool Competition and fixtures:</p> <p>Boys & Girls Football League (all years), Manchester and National Cup Girls Netball League Competition (Yrs 7-9).</p> <p>Badminton Boys & Girls Competition (KS3 & 4).</p> <p>Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11).</p> <p>Manchester and G/Mcr Girls & Boys Swimming Team Competition (Yrs 7-11).</p> <p>Manchester and G/Mcr Boys Cross-Country Team and Individual Competition (Yrs 7-11).</p> <p>High Achievers Track Cycling Coaching and Time trial competition (Year 7) .</p> <p>Reward invitational trips and opportunities for outstanding conduct, excellent effort and Home Learning completion (all years).</p> <p>Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
Character	<p></p> <p>QofS – Optimism</p> <p>Independent task selection or reshaping & adapting tasks within groups (use of S.T.E.P. process where you vary Size/ Task/ Equipment or People roles or numbers).</p>



Autumn 2

<p>Knowledge</p>	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities.</p> <p>Some activities may vary according to gender.</p> <p>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Rugby –</p> <ul style="list-style-type: none"> Learn to use basic principles of play when selecting and applying tactics for defending and attacking Develop the skills necessary when Passing in the correct direction, receiving, intercepting Outwitting and opponent will be developed through small sided games and conditional situations Demonstrating high quality performances and accurate replication will be assessed <p>Netball –</p> <ul style="list-style-type: none"> Perform fundamental netball passing and handling skills linking movement Able to perform these in a small sided game to maintain ball possession & begin to outwit opponents To develop an understanding and knowledge of the basic footwork rule of netball <p>Football –</p> <ul style="list-style-type: none"> Perform the basic Football skills of passing and receiving Perform these in a small sided game Understand and know where passing is used in football Able to outwit opponents with dribbling Understand the importance of width and playing into space in order to attack Know the benefits of types of shot on goal Develop the ability to outwit opponents and teams using strategies and tactics <p>Badminton –</p> <ul style="list-style-type: none"> Demonstrate & use the correct grip and ready position Recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket Understand the different lines and areas on the court and be able to move around within them Replicate overhead and underarm clear, service and drop shot with control and accuracy Accurately replicate basic shots in a small sided game implementing basic strategies and tactics <p>HIGH ACHIEVERS</p> <p>High achievers in specific sports will begin to access the Year 8 or 9 curriculums</p>
<p>Skills</p>	<p>Performer will demonstrate skills with control in isolation and conditioned practices situations. Official - will have the knowledge of the basic rules and methods of scoring. Leader - will understand fair play/ team work and warm-up activities.</p> <p>Importance of attendance to results: Promote attendance to lessons to impact on practice hours, which therefore impacts on progress and practical assessment. Promote attendance to progress tests is ensured through catch-up opportunities. Promote attendance to extra-curricular activities in PE to further enhance student’s development. Students being targeted to attend through lessons and reports. Promote attendance to our sporting club links or other local community sports clubs/ teams.</p> <p>Motivational tools to get yourself involved with a range of activities, some they are familiar with and competent and some which are new and unfamiliar. Promote motivation through extrinsic tangible reward incentives for excellent effort, such as postcards, star of lesson stickers, reward trips. Also intangible rewards such as purposeful verbal, or written praise and recognition. Promote intrinsic motivation by developing desire to do the best they can for themselves and they own development and achievement.</p>
<p>Assessment</p>	<p>Marking Point 3 <i>Practical Assessment Activity 3 or 4 (depending on rotation order)</i> Boys: <u>Activity 3: Basketball-</u> developing dribbling, passing, shooting, lay-ups <u>Activity 4: Handball-</u> developing travel, passing, shooting, defensive stance</p> <p>Girls: <u>Activity 3: Rugby-</u> developing grip, evading, passing and tackling <u>Activity 4: Fitness-</u> developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Marking Point 4 <i>Practical Assessment in Activity 3 or 4</i> Boys: <u>Activity 3: Basketball-</u> developing dribbling, passing, shooting, lay-ups</p>



	<p><u>Activity 4: Handball-</u> developing travel, passing, shooting, defensive stance</p> <p>Girls: <u>Activity 3: Rugby-</u> developing grip, evading, passing and tackling <u>Activity 4: Fitness-</u> developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Marking Point 5 Autumn Progress Test on benefits of participating in physical activity and what is a healthy balanced diet and what does it consist of.</p> <p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>
<p>Cultural enrichment</p>	<p>Inter-competition for all years in rugby, football and netball. Extensive Autumn Extra curricular programme- Football (Boys & Girls all years). Basketball (KS3 & 4 Girls & Boys). Rugby (Yr 7, 8/9, 10/11). Badminton (KS3 team & KS4 team). Netball (Yr 7, 8 & 8). Tennis (all years boys & girls). Table Tennis (Boys all years). Kick Boxing (all years boys & girls). Interschool Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11). Manchester and G/Mcr Girls & Boys Swimming Team Competition (Yrs 7-11). Manchester and G/Mcr Boys Cross-Country Team and Individual Competition (Yrs 7-11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and Home Learning completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
<p>Character</p>	<div data-bbox="384 1128 459 1211" data-label="Image"></div> <p>QofS – Empathy</p> <p>Caring for others in their development, abilities and performances. Caring the health and safety of others through their conduct and assessment of hazards.</p>



Spring 1

<p>Knowledge</p>	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p><u>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</u></p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Apply movements, agilities and balances individually and as part of a fluent sequence. • Learn to select, combine and perform skills; actions and balances including some that are inverted. • Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus. <p><u>Hockey-</u></p> <ul style="list-style-type: none"> • Correct grip for stick and safety rules. • Develop the skills necessary to outwit. opponents. Passing, receiving, shooting, tackling. • Use basic principles of play when selecting defending and attacking tactic. • Beating an opponent will be developed through small sided games. <p><u>Handball-</u></p> <ul style="list-style-type: none"> • Introduce passing linking and transferring skills from netball and basketball. • Dribbling, and shooting will be developed through small sided games and conditional situations. • Learn to use basic principles of play when selecting and applying tactics for defending and attacking. • Outwitting and opponent will be developed through small sided games and conditional situations.
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	<p>Basketball</p> <ul style="list-style-type: none"> • Perform fundamental passing, handling and dribbling skills linking movement into games • Understand basic rules of travelling, double dribble, fouling and court markings. • Able to perform these in a small sided game to maintain ball possession & begin to outwit opponents. <p>Fitness –</p> <ul style="list-style-type: none"> • Introduced to basic fitness activities and develop an understanding of basic skills. • Focus on sustained running, jumping and other fitness skills. • Understanding that different activities demand different components of fitness and be able to adapt to the set task. • Should be able to describe the elements of an effective technique in a circuit. <p>HIGH ACHIEVERS</p> <p>High achievers in specific sports will begin to access the Year 8 or 9 curriculums.</p>
Skills	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They describe how exercise affects their bodies. Apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a section of a 3 part warm up.</p> <p>Punctuality: Promote and enforce excellent punctuality using our late policy, allocated changing time and late sanctions. Link to rewards for students who have excellent punctuality. Link poor punctuality to the practice time and the impact this will have on progress and achievement.</p>
Assessment	<p>Marking Point 6 <i>Practical Assessment Activity 5 or 6 (depending on rotation order)</i> Boys: <u>Activity 5: Table Tennis-</u> developing grip & control, serve & rules, forehand drive, backhand driving <u>Activity 6: Fitness-</u> developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Girls: <u>Activity 5: Football-</u> developing dribbling, passing, shooting, ball control <u>Activity 6: Basketball-</u> developing dribbling, passing, shooting, lay-ups</p> <p>Marking Point 7 <i>Practical Assessment in Activity 5 or 6</i> Boys <u>Activity 5: Table Tennis-</u> developing grip & control, serve & rules, forehand drive, backhand driving <u>Activity 6: Fitness-</u> developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Girls: <u>Activity 5: Football-</u> developing dribbling, passing, shooting, ball control <u>Activity 6: Basketball-</u> developing dribbling, passing, shooting, lay-ups</p> <p>Additional Assessment <i>Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</i></p>
Cultural Enrichment	<p>Inter-competition for all years in rugby, football and netball. <u>Extensive Autumn Extra curricular programme-</u> Football (Boys & Girls all years), Basketball (KS3 & 4 Girls & Boys), Rugby (Yr 7, 8/9, 10/11), Badminton (KS3 team & KS4 team), Netball (Yr 7, 8 & 8), Tennis (all years boys & girls), Table Tennis (Boys all years), Kick Boxing (all years boys & girls). <u>Interschool Competition and fixtures:</u> Boys & Girls Football League (all years), Manchester and National Cup competition (all years). Girls Netball League Competition (Yrs 7-9) Badminton Boys & Girls Competition (KS3 & 4) Manchester Developing and Greater M/cr Emerging Schools Rugby Competitions (yrs 7, 8/9 & 10/11). Manchester and G/Mcr Girls & Boys Swimming Individual Competition (Yrs 7-11). Manchester and G/Mcr Boys Cross-Country Team and Individual Competition (Yrs 7-11). P4LS Tennis Comp High Achievers Track Cycling Coaching and Time trial competition (Year 7&8) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and Home Learning completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.calls.</p>





<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Creativity & Curiosity</p> <p>Exploring chosen technique in a variety of scenarios in Basketball, Handball, Hockey and Gymnastics Demonstrating and exploring creativity within gymnastic balances, sequences or routines. Creating Home learning revision resources.</p>
<h2>Spring 2</h2>	
<p>Knowledge</p>	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p><u>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</u></p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Apply movements, agilities and balances individually and as part of a fluent sequence • Learn to select, combine and perform skills; actions and balances including some that are inverted • Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus <p><u>Hockey-</u></p> <ul style="list-style-type: none"> • Correct grip for stick and safety rules • Develop the skills necessary to outwit. opponents. Passing, receiving, shooting, tackling • Use basic principles of play when selecting defending and attacking tactic • Beating an opponent will be developed through small sided games <p><u>Handball-</u></p> <ul style="list-style-type: none"> • Introduce passing linking and transferring skills from netball and basketball • Dribbling, and shooting will be developed through small sided games and conditional situations • Learn to use basic principles of play when selecting and applying tactics for defending and attacking • Outwitting and opponent will be developed through small sided games and conditional situations <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Perform fundamental passing, handling and dribbling skills linking movement into games • Understand basic rules of travelling, double dribble, fouling and court markings • Able to perform these in a small sided game to maintain ball possession & begin to outwit opponents <p><u>Fitness –</u></p> <ul style="list-style-type: none"> • Introduced to basic fitness activities and develop an understanding of basic skills • Focus on sustained running, jumping and other fitness skills • Understanding that different activities demand different components of fitness and be able to adapt to the set task • Should be able to describe the elements of an effective technique in a circuit <p><u>HIGH ACHIEVERS</u> High achievers in specific sports will begin to access the Year 8 or 9 curriculums</p>
<p>Skills</p>	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They describe how exercise affects their bodies. Apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a section of a 3 part warm up.</p> <p><u>Punctuality:</u> Promote and enforce excellent punctuality using our late policy, allocated changing time and late sanctions. Link to rewards for students who have excellent punctuality. Link poor punctuality to the practice time and the impact this will have on progress and achievement.</p>
<p>Assessment</p>	<p><u>Marking Point 8</u> <i>Practical Assessment Activity 7</i> Boys: <i>Activity 7: Badminton- developing grip & control, high & low serve, overhead clear, drop shot, smash</i></p> <p>Girls: <i>Activity 7: Aerobics- developing knowledge, technique, timing, developing routines</i></p>




	<p><u>Marking Point 9</u> Written Progress Test on influences which affect participation in physical activity and different body types.</p> <p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>
Cultural Enrichment	<p>Inter-competition for all years in rugby, football and netball.</p> <p><u>Extensive Autumn Extra curricular programme-</u> Football (Boys & Girls all years), Basketball (KS3 & 4 Girls & Boys), Rugby (Yr 7, 8/9, 10/11), Badminton (KS3 team & KS4 team), Netball (Yr 7, 8 & 8), Tennis (all years boys & girls), Table Tennis (Boys all years), Kick Boxing (all years boys & girls).</p> <p><u>Interschool Competition and fixtures:</u> Boys & Girls Football League (all years), Manchester and National Cup competition (all years). Girls Netball League Competition (Yrs 7-9) Badminton Boys & Girls Competition (KS3 & 4) Manchester Developing and Greater M/cr Emerging Schools Rugby Competitions (yrs 7, 8/9 & 10/11). Manchester and G/Mcr Girls & Boys Swimming Individual Competition (Yrs 7-11). Manchester and G/Mcr Boys Cross-Country Team and Individual Competition (Yrs 7-11). P4LS Tennis Comp High Achievers Track Cycling Coaching and Time trial competition (Year 7&8) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and Home Learning completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.calls.</p>
Character	<div style="display: flex; justify-content: space-around;">   </div> <p>QoS – Responsibility & Reflection</p> <p>Setting own current grade and targets/ target grade. Progress Test revision resource creation and use.</p>
Summer 1	
Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities.</p> <p>Some activities may vary according to gender.</p> <p><u>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</u></p> <p><u>Athletics –</u></p> <ul style="list-style-type: none"> •Building upon the fundamental skills in running, jumping and throwing •Each discipline is then explored in more depth as an event eg. Jumping as long and High jump •An understanding that different events demand different skill types and be able to adapt their skills to the needs of the event •Students should be able to describe the elements of an effective running, jumping & throwing style • Develop the skills necessary to compete and achieve in a number of athletic events • To gain a baseline experience at jumping events, aiming for height/distance • Throwing events, aiming for distance • Running disciplines, the time taken to cover a set distance <p><u>Striking and fielding -</u></p> <ul style="list-style-type: none"> •Introduction to the safety and equipment of the games identifying key methods of transferring their skills from one striking game to another •They will investigate effective batting, bowling and fielding in cricket and rounders • Focusing initially on technique and being able to hit the ball or throw to the target •This will be further developed in modified games incorporating basic rules and introduction to competition <p><u>HIGH ACHIEVERS</u></p> <ul style="list-style-type: none"> •High achievers in specific sports will begin to access the Year 8 or 9 curriculums
Skills	<p>Performer- acquire and develop basic skills in specific athletic events. Official – start a race, measure a distance, record race times. Leader- provide positive feedback to improve their partner’s technique.</p>
Assessment	<p><u>Marking Point 10</u> <i>Practical Assessment Activity 8 or 9 (depending on rotation order)</i> Boys: <i>Activity 5: Cricket- developing knowledge of rules, throwing & catching techniques, bowling, batting, long barrier, retrieving a ball</i></p>



	<p><u>Activity 6: Athletics (Track Events)</u>- 800m pacing, relay change over, hurdling, sprint start & running technique.</p> <p>Girls: <u>Activity 5: Athletics (Field Events)</u>- developing fosby flop high jump, long jump run-up, take off & landing, shot putt throw. <u>Activity 6: Rounders</u>- developing knowledge of rules, throwing & catching techniques, bowling, batting, long barrier, retrieving a ball</p> <p>Marking Point 7 Practical Assessment in Activity 1 or 2</p> <p>Boys: <u>Activity 5 Cricket</u>- developing knowledge of rules, throwing & catching techniques, bowling, batting, long barrier, retrieving a ball <u>Activity 6: Athletics (Track Events)</u>- 800m pacing, relay change over, hurdling, sprint start & running technique.</p> <p>Girls: <u>Activity 5: Athletics (Field Events)</u> developing fosby flop high jump, long jump run-up, take off & landing, shot putt throw. <u>Activity 6: Rounders</u>- developing knowledge of rules, throwing & catching techniques, bowling, batting, long barrier, retrieving a ball</p> <p>Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p> <p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>
Cultural Enrichment	<p>Inter-competition in Athletics, Cricket, Rounders Extensive Summer Extra curricular programme- Cricket (all years). Tennis (all years boys & girls) . Table Tennis (Boys all years). Kick Boxing (all years boys & girls), Rounders (Girls all years). Interschool Competition and fixtures: Girls Citywide Rounders League. Boys Manchester Cricket Cup and Lancashire Cricket Cup Competition (Yrs 7-10). Boys & Girls Athletics (Y7, Yr 8/9, Yr10/11) High Achievers BMX Coaching (Year 7) Developing Schools Rugby 7's Competition. (Yrs 7, 8/9, 10/11). Tennis Development Fixtures (all years) P4LS Wimbledon Tennis Tournament Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion. Star of the lesson stickers, postcards, subjectcommendations, phone calls.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Practice & Resiliency</p> <p>Challenging (extension & super extension tasks). Personal reshaping of task to make more challenging. Persistently aim to achieve target.</p>
Summer 2	
Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities.</p> <p>Some activities may vary according to gender.</p> <p><u>ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</u></p> <p><u>Athletics –</u></p> <ul style="list-style-type: none"> •Building upon the fundamental skills in running, jumping and throwing •Each discipline is then explored in more depth as an event eg. Jumping as long and High jump •An understanding that different events demand different skill types and be able to adapt their skills to the needs of the event •Students should be able to describe the elements of an effective running, jumping & throwing style • Develop the skills necessary to compete and achieve in a number of athletic events • To gain a baseline experience at jumping events, aiming for height/distance • Throwing events, aiming for distance • Running disciplines, the time taken to cover a set distance <p><u>Striking and fielding -</u></p>



	<ul style="list-style-type: none"> •Introduction to the safety and equipment of the games identifying key methods of transferring their skills from one striking game to another •They will investigate effective batting, bowling and fielding in cricket and rounders • Focusing initially on technique and being able to hit the ball or throw to the target •This will be further developed in modified games incorporating basic rules and introduction to competition <p>HIGH ACHIEVERS High achievers in specific sports will begin to access the Year 8 or 9 curriculums</p>
Skills	<p>Performer- acquire and develop basic skills in specific athletic events. Official – start a race, measure a distance, record race times. Leader - provide positive feedback to improve their partner’s technique.</p>
Assessment	<p><u>Marking Point 12</u> <i>Practical Assessment Activity 10</i></p> <p>Boys: <i><u>Activity 10: Athletics (Field Events)- developing fosby flop high jump, long jump run-up, take off & landing, shot putt throw.</u></i></p> <p>Girls <i><u>Activity 10: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start & running technique.</u></i></p> <p><u>Marking Point 13</u> <i>Summer Progress Test Assessment on <u>GCSE Theory</u>- developing knowledge & understanding of components of health & skill-related fitness, training methods, healthy active lifestyles and influences on participation.</i></p>
Cultural Enrichment	<p>Inter-competition in Athletics, Cricket, Rounders Extensive Summer Extra curricular programme- Cricket (all years). Tennis (all years boys & girls) . Table Tennis (Boys all years). Kick Boxing (all years boys & girls), Rounders (Girls all years). Interschool Competition and fixtures: Girls Citywide Rounders League. Boys Manchester Cricket Cup and Lancashire Cricket Cup Competition (Yrs 7-10). Boys & Girls Athletics (Y7, Yr 8/9, Yr10/11) High Achievers BMX Coaching (Year 7) Developing Schools Rugby 7’s Competition. (Yrs 7, 8/9, 10/11). Tennis Development Fixtures (all years) P4LS Wimbledon Tennis Tournament Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion. Star of the lesson stickers, postcards, subjectcommendations, phone calls.</p>
Character	<p></p> <p>QoS – Motivation</p> <p>Self-assessment in KS3 booklets and 2 stars & a wish.</p>