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|  |  | **Year 7** | *2 double lessons per fortnight* | |  | **Year 8** | *2 double lessons per fortnight* | |
|  | **Wk** | **Topic** | **Learning Aims** | **Assessment** |  | **Topic** | **Learning Aims** | **Assessment** |
| **Autumn** | **1** | **Netball/ football/ invasion games** | **Hands** - Discover skills in a range of sports.  **Heart** – Reproduce leadership qualities.  **Head** – Analyse performance.  *Key vocabulary*  Tactics, person-person marking, possession, technique, curving run, intercept, counter attack |  |  | **Netball/ football/ invasion games** | **Hands**- Develop skills for tactical use.  **Heart**-Build leadership qualities.  **Head**- Highlight defending and attacking tactics.  *Key vocabulary*  Zone, channels, low block, high block, pressing |  |
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| **7** | **College matches** | *National curriculum*- competitive sports  *School games*- intra school competition |  | **College matches** | *National curriculum*- competitive sports  *School games*- intra school competition |  |
| **8** | **Cross country** | *School games* intra school competition to facilitate inter school competition |  | **Cross country** | *School games* intra school competition to facilitate inter school competition |  |
| **9** | **Gym**  **Dance**  **OAA** | **Hands**-Adapt balances.  **Heart**- Show no faulter in failure.  **Head**- Compare performance to the ‘perfect model’.  **Hands**- Create fluency/ stillness.  **Heart**- Aspire to improve  **Head**- Transform routine based on strengths and areas to improve.  **Hands**- Develop map reading skills.  **Heart**- Model good cooperation and communication.  **Head**-Consider effective control techniques.  *Key vocabulary*  Tension, extension, stillness |  | **Gym**  **Dance**  **OAA** | **Hands**- Create flight  **Heart**-demonstrate determination.  **Head**-Improve performance.  .  **Hands**- Compile choreographic devises.  **Heart**-Aspire to achieve.  **Head**-Modify your routine.  **Hands**- Develop map reading skills.  **Heart**- Model good cooperation and communication.  **Head**- Apply effective control techniques.  *Key vocabulary*  Props, choreographic principles, retrograde, fragmentation, flight, suspension |  |
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| **Spring** | **1** | **Fitness** | **Hands**- Perform components of fitness.  **Heart**- Produce effective participator skills  **Head**- Identify components of fitness.  *Key vocabulary*  speed, agility, muscular endurance, cardiovascular endurance, power, strength, coordination |  | **Fitness** | **Hands**- Participate to burn off calories  **Heart**-Model effective participator skills.  **Head**- Propose what a healthy active lifestyle is.  *Key vocabulary*  Calories, health, lifestyle, obesity, maximum heart rate. |  |
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| **4** | **Invasion games** | **Hands**- Select skill in a game.  **Heart**- Demonstrate leadership qualities  **Head**-Examine strengths and areas to improve.  *Key vocabulary*  Tactics, person-person marking, possession, technique, curving run, intercept, counter attack |  | **Invasion games** | **Hands**- Modify skill to support tactics.  **Heart**- Innovative with leadership.  **Head**- Adapt tactics based on team’s performance.  *Key vocabulary*  Zone, channels, low block, high block, pressing |  |
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| **11** | **College matches** | *School games* - intra school competition | Mid-year review | **College matches** | *School games* - intra school competition | Mid-year review |
| **12** |  |
| **Summer** | **1** | **Athletics** | **Hands**- Breakdown technique for running, jumping and throwing skills  **Heart**- Establish confidence in performance.  **Head**-Highlight importance of correct technique.  .  *Key vocabulary*  Shot putt, javelin, discus, sprint, pacing, power, distance |  | **Athletics** | **Hands**- Select correct technique for running, jumping and throwing.  **Heart**- Model confidence in performance.  **Head**- Inspect performance.  *Key vocabulary*  Acceleration, technique, skill. |  |
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| **5** | **Striking and fielding** | **Hands**- Produce skill in a game.  **Heart**- Apply leadership qualities.  **Head**-Discover what happens when you change technique.  *Key vocabulary*  Long barrier, short barrier, chain, backing up, donkey drop, no ball |  | **Striking and fielding** | **Hands**- Justify skill/ tactics used.  **Heart**- Effectively show leadership attributes.  **Head**- Recommend tactics to use and why.  *Key vocabulary*  Backhand, forehand, defensive shot, crease, lob, smash, drop shot, volley, serve. |  |
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| **10** | End of year review | End of year review |
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