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| ` | **Unit Title and Focus** | **Unit Aims and Objectives (including any SMSC focus)** | **Differentiation** | **Literacy/Numeracy/Digital Literacy** | **Assessment** |
| Autumn 1  *Autumn 1 / Autumn 2 and spring 1 are on rotation* | Handball  Develop control and accuracy in all skills.  Improve consistency during isolated practices.  Improve effectiveness of gameplay.  Learn the components of fitness required. | To understand the rules and gameplay. Learn the key skills and tactics in isolation and competitive practices.  Dribbling, control, accuracy, teamwork, tactics, passing, shooting, tackling, defending, attacking. | Using weaker hand and both hands when doing the various skills.  Group pupils with others of similar ability.  Use pupils as leaders and coaches to help others improve.  Use pupils for demonstration of skills to show what they should look like. | Pupils keep own scores, get into teams, encouraged to answer in full sentences, use correct terminology.  Pupils learn key words | Teacher assessment will take place continually to attain baseline data as a starting point for new pupils. Peer and self-assessment will be integrated into lessons |
| Autumn 2  *Autumn 1 / Autumn 2 and spring 1 are on rotation* | Basketball  Develop control and accuracy in all skills.  Improve consistency during isolated practices.  Improve effectiveness of gameplay.  Learn the components of fitness required. | To understand the rules and gameplay. Learn the key skills and tactics in isolation and competitive practices.  Dribbling, control, accuracy, teamwork, tactics, passing, shooting, set shot, lay-up, defence. | Group pupils with others of similar ability.  Use pupils as leaders and coach’s to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Use both hands to dribble pass.  Pupils should be trying reverse lay-ups.  Encourage pupils to screen and defend using various tactics including zonal and man to man.  Pupils should be encouraged to retreat when possession is lost. | Pupils keep own scores, get into teams, encouraged to answer in full sentences, use correct terminology.  Pupils learn key words | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
| Winter 1 | **Rugby**  Develop control and accuracy in all skills.  Improve consistency during isolated practices.  Improve effectiveness of gameplay.  Learn the components of fitness required. | To understand the rules and gameplay. Learn the key skills and tactics in isolation and competitive practices.  passing, control, accuracy, teamwork, tactics, passing, kicking, tackling, defending, mualing | Using weaker foot when doing the various skills.  Group pupils with others of similar ability.  Use pupils as leaders and coaches to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Tackling different stages | Pupils keep own scores, get into teams, encouraged to answer in full sentences, use correct terminology.  Pupils learn key words. | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
| Spring 1  *Autumn 1 / Autumn 2 and spring 1 are on rotation* | Table tennis  Develop control and accuracy in all skills.  Improve consistency during isolated practices.  Improve effectiveness of gameplay.  Learn the components of fitness required. | To understand the rules and gameplay. Learn the key skills and tactics in isolation and competitive practices.  Forehand, Backhand, Drive, Push, Defence, Attack, Serve. | Group pupils with others of similar ability.  Pupils should be used in different roles, as leaders and coach’s to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Use various spin and serves. Encourage them to cut across the ball and the pendulum serve is essential.  Spend more time on backhand and forehand drive shots as these are more difficult to master.  LPA should be doing lots of partner work focussing on control and accuracy. | Pupils keep own scores, learn scoring systems, encouraged to answer in full sentences, use correct terminology.  Pupils learn key words | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
| Spring 2 | Athletics  Develop technique of all events.  Link components of fitness to the event e.g. 100m – Reaction time, speed. 800m - Cardiovascular endurance.  Analyse and improve performance. | To understand the rules for competition. Learn the key techniques for each event. Record accurate scores during competition.  60m sprint, 400m, 800m, high jump, shot putt, javelin | Pupils should be used in different roles, as leaders and coach’s to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Pupils should record results and compete against each other whilst trying to better themselves.  Show pupils Olympic records to inspire them.  Pupils who are outstanding should be put forward to Lewisham athletics.  Use different equipment for various ability. Different weight shot putts and various heights on the high jump.  Allow all students to reach their full potential during events. | Pupils keep own scores, learn scoring systems, encouraged to answer in full sentences, use correct terminology.  Pupils learn key words | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
| Summer 1  *Summer 1 and Summer 2 on rotation.* | Trampolining  Actively encourage health and safety.  Develop the technique for the key skills.  Improve consistency in performance.  Improve control and aesthetics.  Develop routines incorporating advanced moves including front rotations.  Link components of fitness to performance. | To understand the rules of competition. Learn the correct techniques for a range of movements. Create and execute routines.  Tuck/pike/straddle jump, seat drop, swivel hips, back landing, front landing, front rotation, back rotation. | Pupils should be used in different roles, as leaders and coach’s to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Pupils can add rotation in and out of various moves.    Safety mats can be used on the trampolines to help build confidence.  Teacher assistance can be used for more advanced moves like somersaults. | Pupils feedback to each other on performance in full sentences with subject terminology i.e. aesthetics, posture, control. | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
| Summer 2  *Summer 1 and Summer 2 on rotation.* | softball  Develop control and accuracy in all skills.  Improve consistency during isolated practices.  Improve effectiveness of gameplay.  Learn the components of fitness required. | To understand the rules and gameplay. Learn the key skills and tactics in isolation and competitive practices.  Batting, Fielding, Throwing, Catching, Bowling, teamwork, | Pupils should be used in different roles, as leaders and coach’s to help others improve.  Use pupils for demonstration of skills to show what they should look like.  Different balls can be used for different abilities.  Pupils can use either overarm or underarm bowling depending on ability  Various batting and pitching techniques should be taught including fast and slow. switch hitting, bunting | Pupils keep own scores, get into teams, measure out wickets, consider angles for bowling encouraged to answer in full sentences, use correct terminology.  Pupils learn key words | Peer and self-assessment will be integrated into lessons. Formative teacher assessment will take place each lesson and summative data recorded on tracker. |
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