

Dance

Link Unit

Year 6/7

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 4½

Below Average Attainment

Some children will not have made so much progress. They will be able to: dance with some rhythm and control; show some awareness of style and music; display some understanding of how to structure a dance; recognise and describe simple compositional features and performance skills; recognise the need for preparation and conditioning work for strength and flexibility; develop their dances and skills, with guidance, and be comfortable contributing to class activities.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: remember, refine and repeat short dances with a growing sense of style and artistic intention; show awareness of musical structure, rhythm, mood and phrasing; choose and develop dance material; recognise the specific benefits and requirements to develop suppleness and dynamic strength and understand how to maintain flexibility; identify strengths and weaknesses in their own and others' work; suggest ways to improve their performance and compositions; talk about dance using appropriate vocabulary; carry out suggestions about how to develop their work and have the confidence to take part in activities.

Above Average Attainment

Some children will have progressed further. They will be able to: develop material imaginatively and with an understanding of content; show a clear sense of dance style and respond to the music when performing; describe, interpret and evaluate dance, with an understanding of style, context and what the dance was intended to communicate; devise technical and physical preparation routines and be able to demonstrate strength and understanding of how to maintain flexibility; take their own decisions about how to develop their work and have the confidence and determination to take part in a variety of dance activities.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- the basic principles of preparing for dance
- how performance is improved when preparation is carried out properly

TEACHING ACTIVITIES

- Ask pupils to try a range of exercises for stamina, strength and suppleness. Teach them how to prepare their knee and ankle joints and leg muscles for high-impact activity. Teach them how to recover after dance.
- Listen to pupils talking about which parts of their body are affected when they take part in training to improve their stamina, strength and suppleness. Ask them why they need stamina for high-energy dances, so that pupils answer using relevant evidence or reasons.
- Teach pupils the principles of contact work, e.g. bearing weight safely, counter tension and counterbalance.

Evaluating and improving

LEARNING OBJECTIVES

- to evaluate their own strengths and weaknesses in a performance
- to suggest areas for improvement

TEACHING ACTIVITIES

- Ask pupils to evaluate another group's dance and to suggest improvements. Encourage them to think about strengths and weaknesses in both composition skills and performance skills. Help them to identify how improving areas of fitness might help the quality of the dance. Teach them to evaluate their own dances. In their evaluations, pupils should be encouraged to ask questions, e.g. what, how, when, why, of themselves and others in order to gain clarification.
- Teach pupils language that they can use to compare and contrast different dance styles, structures and expressive qualities. Help them to compare their own performance with a professional video or performance.
- Talk to pupils about the different styles of moving in different dances, and how these relate to their historical, social and cultural contexts. Ask them about the link between dance and music in particular eras.

Dance Link Unit

Start Date

End Date

LEARNING OUTCOMES

- explain the importance of warming up and cooling down

Start of Unit End of Unit

- describe how the different dance activities make different demands on the body in terms of strength, suppleness and stamina

Start of Unit End of Unit

LEARNING OUTCOMES

- use appropriate language to describe, interpret and evaluate their own and others' work

Start of Unit End of Unit

- describe the basic characteristics of dance styles and show an understanding of their social, historical and cultural contexts

Start of Unit End of Unit

- suggest ideas to improve technique and composition

Start of Unit End of Unit

- identify the main points of the talk on dance styles

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in dance activities.
- to develop an awareness of strength in dance and to understand how to develop body strength
- to describe the benefits of being flexible and understand how to maintain flexibility through dance activities
- to develop the confidence to take part in dance

TEACHING ACTIVITIES

- Teach pupils exercises and actions that improve strength, suppleness and flexibility that enable them to maintain fitness for Dance activities.
- Encourage pupils to positively express ideas, concepts and feelings, and deal with emotions through Dance activities
- Encourage pupils to improve their technique both as an individual and as a group member. Help pupils to develop the confidence to accurately replicate high quality movements with determination
- Teach pupils to have the confidence to take part in Dance Activities

LEARNING OUTCOMES

- to use strength in dance and understand how dance activities can contribute to strength development

Start of Unit End of Unit

- pupils can describe the benefits of being flexible and show how flexibility is developed through dance activities

Start of Unit End of Unit

- shows the confidence to take part in dance activities

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to select and develop a range of compositional principles of their own
- to perform dances showing an understanding of style, artistic intention and accompaniment

TEACHING ACTIVITIES

- Ask pupils to choose material for dance phrases and whole dances, and to give reasons for their choices. Teach them how to develop dances using compositional principles, e.g. group design and formations, contact work (lean, push, pull, lift), relationships (unison, canon, mirror, action and reaction).
- Ask pupils to listen to the accompaniment. Talk about the pulse, rhythm and phrasing in the music, and about how their dance ideas link to the music. Teach them to listen to the expressive qualities of the music and talk to them about how they could change the steps and actions they use, or the patterns of dance, so that it is more sensitive to the accompaniment.
- Help pupils to create short dances that explore and combine different compositional ideas, and include partner, group and whole class sections. Encourage them to perform with a sense of the chosen style.

LEARNING OUTCOMES

- create motifs that show a dance idea

Start of Unit End of Unit

- choose and develop material to create dances

Start of Unit End of Unit

- describe the patterns and forms in specific dance styles

Start of Unit End of Unit

- perform with sensitivity to the accompaniment, showing awareness of style

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to select, combine and perform a range of movement patterns and dance ideas, using dance styles and music from different eras

TEACHING ACTIVITIES

- Ask pupils to explore different stimuli on a chosen theme, e.g. jitterbug, rock 'n' roll, lindy hop – mood, relationships, stepping patterns, explosive jumps, supporting, lifting, dragging partner.
- Teach pupils some set dance patterns from a variety of dance crazes, e.g. the jitterbug – step kicks on the diagonal; moving away, towards and round a partner holding opposite hands. Ask them to identify, copy and repeat movement patterns from videos.
- Help pupils to take steps and actions they have been taught, and to improvise and develop their own step and action sequences and variations.
- Ask pupils to practise working in unison or canon with a partner. Focus on step patterns, gesture, body shape, rhythm and, where appropriate, partner shapes and holds, and expressive and dynamic qualities.

LEARNING OUTCOMES

- perform dance step and action patterns in response to a range of dance styles

Start of Unit End of Unit

- show an awareness of the rhythm and phrasing of the music when improvising

Start of Unit End of Unit

- perform movement patterns effectively with a partner

Start of Unit End of Unit

Dance

Link Unit

PRIOR LEARNING

It is helpful if pupils have:

- experienced dances from other times and places
- composed dances on their own and as part of a group
- used basic compositional devices
- experienced a range of dance styles

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- movement and dance, e.g. social dance crazes, style, dynamic, action, inaction, counterbalance, counter tension, high energy, fast footwork, contact work, lean, push, pull, lift, unison, canon, stamina
- dance styles, e.g. lindy hop, scarecrow, frog

Speaking and listening – through the activities pupils could:

- answer questions using relevant evidence or reasons
- identify the main points of a dance, TV programme, etc

Reading – through the activities pupils could:

- find information using contents, index, glossary, key words, hotlinks, etc

Writing – through the activities pupils could:

- make notes, summaries, etc, to clarify ideas and thinking which can be used later

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Create and perform step and action patterns and short dances from a range of dance crazes, e.g.:

- Saturday night (1990s)
- Saturday night fever, disco (1970s)
- locomotion, mashed potato, twist (1960s)
- rock 'n' roll (1950s)
- jitterbug, swing (1940s)
- lindy hop (1920s)

Choose two or three of these styles and create a longer dance. Join with a partner or small group to develop and perform the dance.

Adaptations and variations on the task

To make the task easier:

- use ideas pupils are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- ask pupils to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Alternatively, a dance style could be taught as part of a wider dance idea, such as the Blitz:

- the Blitz – e.g. running, diving, hiding, rolling, crashing, partner and group work (lifting, supporting, dragging, helping, carrying)
- the war effort – work actions, e.g. factories, sewing and knitting, cooking, farming, Home Guard ('Dad's army')
- GI glamour – e.g. chewing gum, cigarettes, food, stockings, jitterbug/swing

Other dance ideas could include teenybop.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- watch dance performances in films and on television, e.g. 'That's entertainment' (MGM), 'Swan lake' (Matthew Bourne), 'Late flowering lust' (Matthew Bourne)
- set up an after-school dance club
- use their dance experience to take part in school productions
- join community dance workshops, clubs and events
- research 'dance history' in their families and in their local community
- find information using contents, index, glossary, key words, hotlinks, etc

Dance

Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform some of the basic skills and techniques with control and some expression; repeat and adapt basic motifs and ideas with help; use some compositional ideas and structures in their dances; describe the basic structure and intention of their dances; carry out preparation and recovery work carefully; recognise the specific benefits and requirements to develop dynamic strength and understand how to maintain flexibility; with help, recognise and describe some of the quality of a dance; carry out technique and compositional work to improve their own dancing and will have a go at new dance activities with confidence.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: perform using a good range of skills and techniques clearly and with expression; develop dance ideas and motifs using text as a starting point; develop and adapt their ideas to make longer dances using basic compositional principles; structure their dances effectively; prepare and recover from their dances using safe and appropriate exercises with a focus on strength and flexibility; identify qualities in dances; describe specific techniques and compositional principles used in a dance; suggest ways of improving the quality of their own and others' dances; work with confidence and determination to improve and succeed.

Above Average Attainment

Some children will have progressed further. They will be able to: perform with expression, fluency and accuracy; devise and develop dance ideas and motifs with a clear view of what they wish to communicate; combine a range of ideas into their dances showing a good understanding of principles of composition; devise warm-up, cool-down and conditioning activities, which help the quality of their dancing; describe dances accurately using dance terminology; identify strengths and weaknesses in their own and others' dances; take the initiative to develop and improve their dances with confidence even when faced with choreographic challenges.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- what they need to do to improve their own standard of fitness in dance
- to take responsibility for warming up and cooling down safely
- to understand the principles used to prepare for, and recover from, dancing
- to recognise that different types of activity require different types of fitness

TEACHING ACTIVITIES

- Teach pupils how dance helps them to develop strength, suppleness and stamina. Teach pupils about appropriate ways to structure the order of warming-up activities. Ask them to begin warming up on their own.
- Talk to pupils about basic principles of safe practice, e.g. knees over the toes when bending the knees; ankles in alignment with feet when rising on to toes.
- Teach pupils how to exercise to develop their suppleness, strength and stamina.

Evaluating and improving

LEARNING OBJECTIVES

- to describe, analyse, interpret and evaluate choreographic form

TEACHING ACTIVITIES

- Ask pupils to watch each other's work and to provide feedback on the effectiveness of the compositional devices, the technical performance, and expressive qualities. Teach them to supply feedback accurately.
- Help pupils to analyse the structure of short sections of professional works, e.g. the form of a duet; how a motif is developed. Teach them the correct terminology to describe compositional principles.
- Ask pupils to consider how the use of different devices and the overall structure help to communicate the dance idea. Talk to pupils about their reasons for making specific interpretative and evaluative comments.

Dance Development Unit

Start Date

End Date

LEARNING OUTCOMES

- describe what they can do to improve their own fitness

Start of Unit End of Unit

- plan and implement appropriate warming-up and cooling-down activities with an understanding of how to structure activities

Start of Unit End of Unit

LEARNING OUTCOMES

- use appropriate dance terminology to describe, analyse, interpret and evaluate dances

Start of Unit End of Unit

- identify and discuss aspects of composition and recognise and describe characteristics of different dances

Start of Unit End of Unit

- apply knowledge gained after evaluation of specific dance structures, to improve their own work

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in dance activities.
- to know what type of specific strength is required for different dance skills and techniques
- to know how to improve flexibility safely and how the body feels during effective stretching
- to participate in new dance activities with confidence
- to work with determination to improve and succeed when faced with choreographic challenges

TEACHING ACTIVITIES

- Teach pupils how movement helps them to develop strength, suppleness and stamina. Teach pupils about appropriate ways to structure the order of warming-up activities. Encourage pupils to warm up independently.
- Talk to pupils about basic principles of safe practice, e.g. knees over the toes when bending the knee; ankles in alignment with feet when rising on to toes.
- Encourage pupils to perform with confidence to an audience and help them to develop the resilience to keep going even when minor mistakes are made within the performance.

LEARNING OUTCOMES

- Demonstrates an awareness of the specific strength required for different dance skills and techniques and works safely within their own capacity

Start of Unit End of Unit

- Can improve flexibility safely through a range of exercise and activities and is aware of how their body feels during effective stretching

Start of Unit End of Unit

- Confidently approaches new dance activities and enjoys being involved

Start of Unit End of Unit

- Succeeds with their choreography through determination and a positive attitude

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to create, develop and structure solo, duo and group motifs to create different types of dance
- to perform dances communicating artistic intention and focusing on clarity of movement and spatial and group awareness

TEACHING ACTIVITIES

- Teach pupils how to select and structure motifs in relation to specific ideas. Help them to analyse and refine motifs to improve technical and expressive content. Ask them to consider the appropriateness of the actions, dynamics, use of space and partner and group work.
- Help pupils to develop their knowledge of compositional principles by structuring tasks that ask for specific responses, e.g. repeat/vary the motif by changing the order of the movement; perform the motif backwards (retrograde); extend or enlarge the motif to change the dynamic qualities; juxtaposition motifs (a duo motif with a group motif).
- Talk to pupils about the design of the movement in the performance space. Ask them to think about where the audience will be. Help them to work on the transitions between movements and movement phrases so that mood/style/expressive features are maintained.

LEARNING OUTCOMES

- create and perform dances taking account of the range of movements they could use, the use and variation of motifs, group relationships, and the space available
- communicate the story of their dance and show an increasing sensitivity to the accompaniment and other performers

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve the consistency, quality and use of their skills
- to improvise and extend movement ideas on their own and with others

TEACHING ACTIVITIES

- Help pupils discuss selected examples of text and how these can provide the basis for dance compositions. Ask them to improvise with movement ideas arising from the text, e.g. The Gresford Story (mining disaster) – duo work based on idea of women and children without men – leaning, supporting, carrying, enclosing, sinking, falling, travelling together; action/reaction, complementary and contrasting.
- Talk to pupils about different types of dance and the ways they change these in relation to how they interpret actions, e.g. abstract, pure dance, comic, dramatic.
- Teach pupils specific actions and techniques that could be used in their dances. Teach them motifs and show them how to adapt and vary these.

LEARNING OUTCOMES

- improvise and perform a range of actions with clarity and control

Start of Unit End of Unit

- make use of principles of movement when performing individual and preferred actions and phrases

Start of Unit End of Unit

- perform techniques and ideas that express comic, dramatic or abstract ideas

Start of Unit End of Unit

Dance

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- developed movement motifs in a variety of ways
- understood and used basic compositional principles
- understood the social and cultural context of dances
- experienced pair or group activities based on mutual confidence, e.g. trust games

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- types of dance, e.g. abstract, melodramatic, dramatic, comic, work dances, solo, duo
- dance features, e.g. motif development, use of number, performance skills, intention, contrasting, complementary, juxtaposition

Speaking and listening – through the activities pupils could:

- describe and evaluate how the work was undertaken and what led to the conclusions

Reading – through the activities pupils could:

- understand information that is not explicitly stated or that the reader is assumed to understand
- select relevant information and link to other information, from a range of sources

CORE TASK

The following core task could provide a focus for pupils' activities in this unit.

Task

Create, structure, develop and then perform dances using the following ideas as a starting point:

- a suite of dances based on *The seven ages of man* (Shakespeare)
- birth (solo) – pushing, pulling, stretching, rotating, extending, contracting, stillness (motif – development, variation)
- school days (group) – games, everyday actions, meeting, travelling, parting (moving over, under, round; unison, canon; contrasting, complementary)
- disco lover (solo, duo, group) drawing on social forms – preening, being vain, wild, cool, comic (unison, canon, group design)
- soldier (solo, duo, group) – marching, running, leaping, diving, rolling, lunging, falling, dragging, lifting, lowering (variations of level, space and dynamics – dramatic)
- world of work (groups) – work actions from different cultures and eras (development, variation and juxtapositioning of motifs – comic/dramatic)
- maturity (duos) – contact work, balance, counterbalance on the spot and travelling, supporting and lifting (development and variation of material – friendship, harmony, trust)

Adaptations and variations on the task

Dances can be made easier or harder by:

- using a more abstract stimulus
- using ideas pupils are familiar with
- making the dance phrases shorter or longer and actions simpler or more complicated
- using simple accompaniment or more complex rhythms including changes of speed (dynamics)
- working individually or in small groups (relationships)
- using smaller or larger spaces and different heights and directions (spatial awareness)

Other dance ideas:

- using newspaper headlines, e.g. Crisis in Kosovo, as well as articles and horoscopes
- Indian stories, e.g. Rama and Sita
- myths and legends
- war poetry
- graffiti
- stories and novels

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- research and collect poems, newspapers and stories
- attend a performance by a professional dance company
- explore the range of opportunities for different age groups to dance in the community
- watch dance performances in films and on television, e.g. 'Late flowering lust' (Matthew Bourne), 'Sportsbank special: dance' (BBC Education), 'L'enfant et les sortilèges' (Yuri Kylian), and by others in school
- participate in school dance clubs and productions
- join community dance workshops, clubs and events
- research 'dance history' in their families and in their local community

Games Link Unit Year 6/7

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 4½

Below Average Attainment

Some children will not have made so much progress. They will be able to: choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance, recognising the effect on performance of changing speeds at key points in games play; have a positive approach to games activities.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance, understanding how to generate speed and the effect of speed on performance; recognise weaknesses; suggest how a performance could be improved; show commitment and aspire to be successful.



Above Average Attainment

Some children will have progressed further. They will be able to: choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance and understand how to generate speed and the effect of speed on performance in a variety of games; work with determination to improve and succeed.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- the basic principles of warming up and cooling down
- how performance and safety are improved when preparation is carried out properly

TEACHING ACTIVITIES

- Ask pupils to make up appropriate warm-up and cool-down routines. Help them to identify which parts of the body work hardest in games. Teach them how to work these parts of the body to improve their strength, speed, stamina and flexibility.
- Teach pupils how to monitor their breathing and heart rates at different points during games and lessons. Help them to understand why their breathing and heart rate change. Talk to them about how the way their body feels may affect the way they perform.

Evaluating and improving

LEARNING OBJECTIVES

- to evaluate their own and others' strengths and weaknesses in the different games
- to suggest areas for improvement

TEACHING ACTIVITIES

- Help pupils to recognise that the quality of their performance can change during a game. Teach them to identify what makes the quality of their performance change, e.g. the way the opposition plays, their tiredness, the way their own team plays.
- Teach pupils how to collect and analyse simple data about their own and others' performances, e.g. the number of shots they have on target in a game, the number of times they hit the ball into one area of the field, the number of times they play a backhand shot.
- Help pupils to set targets that change the way they play. Teach them how to organise practices that increase the range of skills and tactics they use.

Games Link Unit

Start Date

End Date

LEARNING OUTCOMES

- identify the types of fitness and preparation that are most important to the games

Start of Unit End of Unit

- recognise that speed, strength and flexibility are important in these games

Start of Unit End of Unit

- identify which parts of the body need most preparation

Start of Unit End of Unit

LEARNING OUTCOMES

- identify how they and others are more or less effective in different parts of the games, and use this information to decide what they need to practise

Start of Unit End of Unit

- analyse how to make the most of their own strengths in the games

Start of Unit End of Unit

Games

Link Unit

PRIOR LEARNING

It is helpful if pupils have:

- learnt the basic principles of attack and defence for the three types of game
- used a range of different skills for games, e.g. striking, kicking, throwing and catching
- worked in small teams to plan how they play
- taken different roles in some of the games, including defender and attacker
- used and kept rules and conventions for games

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics, 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
- preparation, e.g. warming up, cooling down
- assessment, e.g. collecting and analysing data

Speaking and listening – through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1: invasion game

The aim of the game is to set up an attack, and to shoot or score without the defenders touching the ball.

Play the game four against three or five against four, on a pitch that is divided into three sections. The larger team (mainly attackers) starts with the ball in one end section, and tries to score a goal in the other end section. The smaller team (mainly defenders) is only allowed in the middle section of the pitch, and has to try to stop the opposition from scoring or keeping possession. The smaller team scores when it gets the ball in one of two goals in the larger team's starting section (diagram 1).

Adaptations and variations on the task

Ask the pupils to:

- play the game with different equipment, e.g. equipment for hockey, football, rugby, netball
- play on a pitch that is wide, but short from end to end
- play on a pitch that is narrow, but long from end to end
- only score when they are inside a 'scoring zone' or outside a 'scoring zone'
- play with only a limited number of players allowed in the scoring zone
- play even-sided games, with the team in possession allowed to go anywhere and the team not in possession restricted to the middle zone
- play even or uneven small-sided games where there is no restriction on where players may go, but where the ball may not be dribbled across a line. (In rugby, after running across a line, the ball must be passed.)

Task 2: net/wall game

The aim of the game is to score points by making the ball bounce twice on the opponents' side of the net. The first bounce must land in the court.

Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.

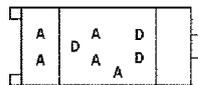


Diagram 1

Adaptations and variations on the task

Ask the pupils to:

- use tennis or short-tennis equipment
- use throwing and catching skills with a large ball
- let the ball bounce twice before hitting it (this will make the task easier)
- play on a larger court (this will make the task harder)
- play with a higher or lower net
- use a high net and badminton equipment, if volleying is used
- play on courts with opposite sides that are on the diagonal to each other, e.g. left-hand service box to left-hand service box
- play the game three against three or four against four, and use volleyball-type skills

Task 3: striking and fielding game

The aim of the game is to score points or runs by running around bases or between wickets.

Play the game with a pair of batters against four to six fielders, who take it in turns to bowl. Players may only run when they hit the ball into marked areas of the field (diagram 2). Pairs of batters play an innings of 20–30 balls.

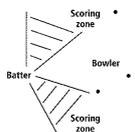


Diagram 2

Adaptations and variations on the task

Ask the pupils to:

- use the basic rules and conventions of cricket, rounders or stool ball
- hit the ball into two to four marked areas
- choose when they run; score bonus points if they hit the ball into the marked areas; use other equipment for batting, e.g. a tennis racket (this will make batting easier for some children)
- hit the ball into smaller marked areas (this will make batting harder)
- try to get batters out
- bowl sympathetically, to help the batters
- try to reach a target number of runs during an innings
- score bonus points for effective fielding

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

Invasion Games

Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: recognise how to develop cardiovascular capacity, and how to prepare and recover from explosive activity; use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; cooperate with others and participate in the activities in specific roles; carry out practices and ideas given to them by others to help improve their play; be prepared to have a go with confidence and learn to cope with success and failure recognising the need to manage emotions.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: know how to develop cardiovascular capacity, how to develop specific speed and how to prepare and recover from explosive activity; use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work cooperatively in their groups, taking on a variety of roles within the group and the games played; recognise the similarities between the games played, applying and adapting tactics and skills effectively; identify what they need to do to improve, carry out and adapt ideas and suggestions given to them with determination; cope with success and failure and manage emotions effectively.

Above Average Attainment

Some children will have progressed further. They will be able to: suggest ways to develop cardiovascular fitness, how to develop specific speed to improve performance and how to prepare and recover from explosive activity; take on a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas; take the lead and be careful to involve others; make good connections between ideas and structures in different games; respond quickly to new and changing situations and contexts; devise and develop practices to improve their own and others' play; overcome challenges with confidence; cope with success and failure maturely and be effective in supporting others.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to prepare for and recover from exercise safely and effectively and to know the principles used
- to recognise the benefits to their health of regular exercise and good hygiene and the benefits of being active in games

TEACHING ACTIVITIES

- Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing invasion games.
- Help consolidate pupils' knowledge of warm-up and cool-down activities relevant to invasion games.
- Ask pupils to refine their own warm-up routines, e.g. mobilise, raise the body temperature and stretch.
- Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration.
- Help pupils understand the importance of specificity in training.

LEARNING OUTCOMES

- describe what they need to do to improve their own fitness
 Start of Unit End of Unit
- design and carry out warm-up and cool-down routines safely and effectively
 Start of Unit End of Unit
- explain why these activities are important
 Start of Unit End of Unit
- recognise and describe how games affect their health and fitness
 Start of Unit End of Unit

Evaluating and improving

LEARNING OBJECTIVES

- to make effective evaluations of strengths and weaknesses in their own and others' performance
- to make suggestions to improve play, e.g. on attack and defence tactics

TEACHING ACTIVITIES

- Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Teach them how to 'read' a game.
- Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving.
- Talk to pupils about the ways they think both the games and their own play can be improved. Listen to what they think they need most help with, then invite ideas on how to adapt and vary the games.
- Talk to pupils about their knowledge of rules and develop their ability to officiate small-sided games.

LEARNING OUTCOMES

- explain the range of decisions they have to make in a game
 Start of Unit End of Unit
- identify their own and others' strengths and weaknesses
 Start of Unit End of Unit
- implement practices to improve their performance
 Start of Unit End of Unit
- identify aspects of technique that require practice and improvement
 Start of Unit End of Unit
- assess and comment on the ways in which they can improve, e.g. attack and defence tactics
 Start of Unit End of Unit

Invasion Games Development Unit

Start Date

End Date

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in invasion games activities.
- to know how to develop cardiovascular capacity and how their body reacts
- to know how to develop specific speed and how to prepare and recover from explosive activity
- to work with determination to improve and succeed when faced with challenges and to cope with success and failure and manage emotions effectively

TEACHING ACTIVITIES

- Enable pupils to demonstrate their understanding of the ways in which cardiovascular capacity can be improved by playing invasion games.
- Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration.
- Help pupils understand the importance of specificity in training and to work with determination to improve.
- Help all pupils to experience success in competitive situations and to cope effectively when faced with failure.

LEARNING OUTCOMES

- shows cardiovascular capacity and understands how their body reacts in a demanding invasion games situation.

Start of Unit End of Unit

- can demonstrate explosive speed and understands how to prepare and recover from explosive activity

Start of Unit End of Unit

- is determined to improve and succeed when faced with challenges

Start of Unit End of Unit

- can cope with success and failure and keeps the emotional aspects of the game in perspective.

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to organise themselves as a team and select and apply strategies consistently and effectively
- to adapt strategies and tactics used in one game and apply them to a different one

TEACHING ACTIVITIES

- Talk to pupils about patterns of play in attack and defence, and teach the pupils how to make decisions about when and where to pass.
- Help pupils explore the basic principles of attack, e.g. width, speed and support to keep possession and make progression, the basic principles of defence, e.g. delay, denial of space, pressure and cover to regain possession, and the skills and techniques to put the principles into operation. Help the pupils to recognise patterns of play.
- Help pupils consolidate their understanding of simple tactics and explore the way these tactics can be adapted to small-sided games.
- Listen to pupils say why tactics may succeed in one invasion game and fail in another. Help them to adapt their tactics to the current invasion game.
- Ask pupils to explore simple game plans that increase the chances of successful outcomes in attack and defence.

LEARNING OUTCOMES

- organise themselves as a team to attack and defend and play in different positions

Start of Unit End of Unit

- select and use a range of tactics and strategies and apply them successfully in different games

Start of Unit End of Unit

- explain the similarities between the different invasion games played

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve the consistency, quality and use of skills in the games played
- to adapt and develop their skills
- to apply more specific techniques in the activities undertaken

TEACHING ACTIVITIES

- Ask pupils to play small-sided versions of the selected game, keeping the rules and organising themselves into teams with positions and roles.
- Help pupils consolidate the basic techniques and teach new techniques. Explore ways in which pupils anticipate the flight or movement of the ball and learn the importance of feints and acceleration when trying to outwit an opponent.
- Help pupils investigate techniques employed when attacking, e.g. control and protection of the ball, progression and shot, and consolidate defensive techniques, e.g. mark, cover, intercept and tackle.

LEARNING OUTCOMES

- use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games

Start of Unit End of Unit

- adapt skills to different situations

Start of Unit End of Unit

Invasion Games

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- played a variety of small-sided invasion games
- worked independently in small groups
- used and applied rules
- some knowledge of tactics and team organisation
- throwing, catching, kicking and striking skills

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- strategies and tactics, e.g. principles of attack and defence, keeping possession and making progression, dispossessing an opponent, covering, intercepting, marking, tackling, width and depth in attack

Speaking and listening – through the activities pupils could:

- ask questions to gain clarification and further information (why, how, what then)
- collaborate with others to share information and ideas, and solve problems

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

Four attackers versus two defenders (progress to 4 v 3).

Attackers start with the ball from a safe exclusion zone near their own goal. They attempt to score in one of three goals. Defenders can score in one large goal, shooting from outside the exclusion zone. After each goal the attackers restart from the exclusion zone.

Task 2

Three attackers versus three defenders (progress to four defenders). Attackers start with the ball in their own third of the pitch and try to score in the defenders' goal. The defenders attempt to 'gain' possession and score in one of two goals, wide on the wings of the pitch.

Task 3

In small-sided versions of the games (4 v 4, 5 v 5, 6 v 6 or 7 v 7) pupils plan for effective team play, applying tactics with an understanding of the principles of attack, defence and transpossession.

Adaptations and variations on the tasks

- Ensure the investigation is in different invasion games, e.g. water polo, hockey, netball, football.
- Play on differently-sized pitches or courts, e.g. short and wide, long and thin, across a diamond (corner to corner).
- Play with more than one goal at each end.
- Play with goals on the field of play and score from any direction.
- Play with adjusted equipment.
- Play the game so that the ball must pass through a number of zones, before attempting to score.
- Change the size and nature of the goals.
- Score from either inside or outside a zone in front of a target.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk

Athletics

Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: recognise how to develop cardiovascular capacity, and how to prepare and recover from explosive activity; use basic techniques in running, jumping and throwing activities in modified events and using modified equipment; identify some basic principles related to technique; set themselves goals, which they achieve; warm up and cool down safely with guidance; recognise effective performance and identify some of the factors which make it effective; select, with help, aspects that they need to practice; have a positive approach to activities, aspiring to be the best they can be and achieve personal success.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: know how to develop cardiovascular capacity, how to develop specific speed and how to prepare and recover from explosive activity; use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved; have a go at new activities with confidence and show determination to achieve personal success.



Above Average Attainment

Some children will have progressed further. They will be able to: suggest ways to develop cardiovascular fitness, how to develop specific speed to improve performance and how to prepare and recover from explosive activity; use refined techniques in a wide range of running, jumping and throwing events and activities; demonstrate a good understanding of the principles of effective athletic performance; focus their efforts on specific aspects of their technique; show a clear idea of what they can achieve and know how to practice to meet their goals; explain how warming up and cooling down help performance; have a good understanding of the way to perform in events; help others to improve by giving effective, focused feedback; overcome challenges with confidence and show determination to achieve personal success.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to prepare and recover from exercise safely and effectively and to know the principles used
- to recognise that different types of activity require different types of fitness

TEACHING ACTIVITIES

- Ask pupils to explore the difference between high-intensity vigorous activity and less vigorous, more sustained activity. Teach them ways to improve their ability to sustain both for longer periods of time.
- Talk to pupils about the need to stretch and how to stretch safely. Teach them a series of safe stretches that suit different activities and events. Teach them activities that will help develop body condition and strength. Focus on mobility in hips and shoulders.
- Ask pupils to choose exercises and activities that they can put into a warm up and teach them some that suit different events.

Evaluating and improving

LEARNING OBJECTIVES

- to understand the nature of athletic activities and make effective evaluations of strengths and weaknesses in their own and others' performance

TEACHING ACTIVITIES

- Ask pupils to predict what will happen before they carry out an investigation. Teach them how to record results, times and distances. Teach them how to interpret their results.
- Ask pupils to set targets for themselves and others. Help them to decide what they need to do to meet the targets, e.g. teach them how to tell the difference between developing specific fitness and technique. Teach them how to identify the most important aspects to work on to make improvements.
- Teach pupils how to observe and break down technique into elements. Help them to focus on one and find ways to improve.

Athletics Development Unit

Start Date

End Date

LEARNING OUTCOMES

- identify what they need to do to improve their own fitness

Start of Unit End of Unit

- explain some of the principles for warming up and preparing safely and effectively

Start of Unit End of Unit

- select appropriate exercises to put into their warm-up and cool-down activities to suit the event

Start of Unit End of Unit

- identify the types of fitness most needed in different events, and exercises and activities that will help to prepare them effectively

Start of Unit End of Unit

LEARNING OUTCOMES

- identify strengths and weaknesses in their own and others' performance

Start of Unit End of Unit

- select an appropriate focus for improvement

Start of Unit End of Unit

- explain how the practice they are using will affect their performance

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in athletic activities.
- to know how to develop cardiovascular capacity and how their body reacts in running activities
- to know how to develop specific speed and how to prepare and recover from explosive activity
- to work with determination to improve and succeed when faced with athletic challenges and always aims to be the best they can be and works effectively with others

TEACHING ACTIVITIES

- Ask pupils to explore the difference between high-intensity vigorous activity and less vigorous, more sustained activity. Teach them ways to improve their stamina.
- Teach them activities that will help develop body condition, strength and speed.
- Help pupils understand the importance of specificity in training and to work with determination to improve.
- Encourage pupils to take on challenges with confidence. Help pupils beat their previous best performances and work effectively with others.

LEARNING OUTCOMES

- demonstrates an improved cardiovascular fitness and can explain the way their body reacts in running activities

Start of Unit End of Unit

- can explain how to prepare and recover from explosive activities in athletics and demonstrates good speed over short distances

Start of Unit End of Unit

- works with determination to improve and succeed when faced with athletic challenges

Start of Unit End of Unit

- aims to be the best they can be and works effectively with others in athletic activities

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to apply strategies for effective competitive performance
- to adapt strategies to the needs of an event

TEACHING ACTIVITIES

- Ask pupils to run in a range of events and competitive situations, e.g. races over eight seconds, where competitors run towards the same finishing line from staggered starts, reflecting the distance each can run in eight seconds. Set minimum distances to be run in a relay, e.g. total distance 300m, each person to run a minimum of 80m. Vary the nature of the relay, e.g. round a track, shuttle run.
- Help pupils to think of ways to increase the distance covered in a running event, as individuals or in relay teams. Teach pupils to pace themselves and give time to improve the consistency of pace over set distances, both short and long.
- Teach pupils tactics in jumping competitions.

LEARNING OUTCOMES

- pace their effort well to meet the needs of a range of activities and events

Start of Unit End of Unit

- perform effectively in different events by adapting their skills to meet the challenges and tasks set

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve the consistency of their sprinting, sustained running, jumping and throwing techniques
- to adapt their skills to the needs of events

TEACHING ACTIVITIES

- Ask pupils to explore running for different distances, times and paces. Try a range of stride lengths and speeds, different arm actions and different body positions.
- Teach pupils different starting techniques, e.g. crouch, standing, using blocks. Teach the principles of acceleration, e.g. short steps gradually lengthening, body lean, head position, arm action.
- Ask pupils to explore throwing different implements using push, pull and sling actions. Teach specific arm actions and how to apply force to the object over as long a time and distance as possible. Teach how to place the legs in standing throws and using a run-up or turn. Teach good body position.
- Help pupils explore ways of jumping for length and height using a range of techniques, e.g. hopping, striding, one foot to two feet, two feet to one foot, two feet to two feet, and combinations of some of these. Teach the principles for gaining height or distance by sinking hips, using a long last stride, an accurate approach, and a combination of speed and height.

LEARNING OUTCOMES

- perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique

Start of Unit End of Unit

- show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event

Start of Unit End of Unit

Athletics

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- experienced running, jumping and throwing in an athletic context
- demonstrated sound basic techniques, even if they have not experienced a wide range of events
- a fundamental level of knowledge of health and fitness principles, and a sound understanding of the short- and long-term effects of exercise on the body
- compared and commented on their own and others' performances and made simple suggestions of how to improve

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- running, e.g. stride length and cadence, leg and arm action, head position, pacing
- throwing, e.g. grip, stance, release and follow-through, angle of release
- jumping, e.g. approach run, acceleration, maintaining momentum, take off and lift, arm action

Speaking and listening – through the activities pupils could:

- organise, sequence and link what they say so listeners can follow it
- collaborate with others to share information and ideas, and solve problems

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1: running

The purpose of this task is for pupils to find out how long they can keep accelerating and how long they can sustain maximum pace. Working in small groups, use cones to mark how far each runner reaches after 1, 2, 3, 4 and 5 seconds when running for 8–12 seconds or for a distance of between 50m and 100m. Compare the distance between each cone and see how it relates to the distance covered in the rest of the time. Develop starting and accelerating technique to improve speed over this distance and longer sprints. Repeat over longer time spans in longer runs, e.g. the distance covered in a 40–60 second run after 10, 20 and 30 seconds and the distance covered after 30, 60, 90, 120 and 180 seconds in runs of more than three minutes.

Adaptations and variations on the task

- Set distance and time targets to suit individuals. Make them longer to increase the demand and shorter to reduce it.
- Ask pupils to look at keeping an even pace rather than accelerating, and to explore what this feels like using

different speeds over 5, 10 and 15 seconds; 20, 40 and 60 seconds; 3, 6 and 9 minutes.

- Let pupils set their own times and distances to be covered. Set ongoing targets, which they can try to improve over time.
- Use other forms of 'racing' such as walking or using a wheelchair.

Task 2: jumping

The purpose of this task is to investigate the effect of the length of a run-up on the distance achieved in a jump. Pupils should measure the distance they jump off the following run-ups: 1 pace, 3 paces, 7 paces, 11 paces, 15 paces, 19 paces. For the purpose of the investigation, jumps should be measured from the toe of the jumping foot to the nearest mark made in the pit. When they have discovered the optimum distance for their own run-up pupils should work out how to make that run consistent so that they jump obeying the rules of competition.

Adaptations and variations on the task

- To focus on the technique of jumping, measure from the take-off toe and not the board. To make it harder, use the board.
- Use combination jumps such as the triple jump for the investigation.
- Use high jumping or jumping high, e.g. trying to reach and touch an object such as a basketball hoop.
- Use visible targets marked in the pit to challenge pupils.

Task 3: throwing

The purpose of this task is to investigate the relationship between the height or trajectory of a throw and the distance achieved. Using pushing, pulling and slinging actions, and a variety of equipment, pupils try to hit targets or markers at varying distances from the point of throw, e.g. using pulling action and a tennis ball or a javelin, with markers at 3m, 5m, 7m, 11m, 15m, 20m, etc. Pupils find out how the position of the body and the position of the feet change as the target gets further away. Set a target at the near maximum distance and have pupils try to reach it or go further.

Adaptations and variations on the task

- Vary the weight and size of the throwing implements, e.g. lighter shot, smaller diameter discus, etc.
- Use adapted equipment, e.g. turbo-jav, sand-filled balls, etc.
- Adapt the distances at which targets are placed.
- Use standing, kneeling or sitting throws to vary the problem.
- When aiming at target areas make sure as much power and effort as possible are used. To make it easier, concentrate on accuracy rather than power.

EXTENSION AND ENRICHMENT

Schools could:

- provide school-based indoor and outdoor clubs for athletic activities
- set up 100k challenges where pupils record distances completed over time and receive a certificate when the total reaches 100k
- provide links to local community-based clubs
- set up inter-form/house and inter-school competitions and challenges
- encourage pupils to watch quality performance live, on television or on the internet

Swimming Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: recognise how to develop cardiovascular capacity and how to develop specific components of fitness for water based activities; swim two different strokes sustaining form and effort over more than two lengths; show basic technique in the third stroke and demonstrate the leg and arm actions for butterfly separately; perform a small range of personal survival skills including surface diving, sculling and floating for short periods of time; recognise the need to prepare for swimming and identify some of the activities and exercises used; with guidance pick out specific aspects of someone else's technique; with help identify things they need to practice to improve control and power; have a positive approach to activities, aspire to be the best they can be and achieve personal success.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: know how to develop cardiovascular capacity and how to develop specific components of fitness for water based activities; swim three strokes with control and fluency; swim butterfly over short distances combining arm and leg actions; perform a range of personal survival skills including entering the water in two different ways, surface diving, sculling and floating with control for more than a minute; recognise and describe the nature of a challenge or event and select appropriate strategies to tackle it; identify the key areas of fitness required for swimming, and select suitable activities to prepare themselves; identify and describe specific aspects of technique that others show strength in; select appropriate areas to work on for improvement; have a go at new activities with confidence and show determination to achieve personal success.

Above Average Attainment

Some children will have progressed further. They will be able to: suggest ways to develop cardiovascular fitness and how to develop specific components of fitness for water based activities; swim all four strokes with technical accuracy; sustain their effort and form in all of them for more than 100m; perform a wide range of more demanding personal survival skills meeting challenges incorporating many of them; set their own targets for events and personal survival challenges; identify the need for mobility in specific joints and how to prepare their bodies in order to improve stamina and power; devise short preparation routines; identify strengths and weaknesses in their own and others' technique and set up practices and drills to improve performance; overcome challenges with confidence and show determination to achieve personal success.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- what they need to do to improve their fitness in swimming
- why and how to prepare themselves for swimming
- why physical activity is good for their health

TEACHING ACTIVITIES

- Teach pupils warm-up and training activities that will help prepare them for swimming. Concentrate on activities that develop power and stamina. Help them to recognise which joints need the greatest mobility for swimming. Talk to them about how swimming regularly will develop their confidence, strength and stamina.
- Listen to pupils' ideas on getting ready and warming up for swimming and on how swimming can be used to help them get fitter and feel better. Ask pupils to select some of their own activities to put into a training routine. Teach them the basic principles of training.

Evaluating and improving

LEARNING OBJECTIVES

- to understand the nature of the swimming task and make effective evaluations of strengths and weaknesses in their performance

TEACHING ACTIVITIES

- Help pupils to observe performance accurately and to comment on specific aspects of actions and outcomes. Help them to identify when fatigue affects their form. Teach them how to interpret what they see, and look for ways to improve the performance. Help them to describe what they see using appropriate terminology.
- Teach pupils how to set reasonable targets and challenges for themselves and others. Listen to ideas on challenges and targets. Listen to the pupils' preferences about the groups and pairs they work in so they can meet the challenges.

Swimming Development Unit

Start Date

End Date

LEARNING OUTCOMES

- explain changes to their bodies as a result of swimming and know what type of activity they need to do in order to improve their own fitness

Start of Unit End of Unit

- describe how to prepare themselves effectively for swimming, suggesting activities for warming up

Start of Unit End of Unit

- identify the link between different types of fitness, helped by swimming, and their overall health

Start of Unit End of Unit

LEARNING OUTCOMES

- identify and describe good aspects of performance

Start of Unit End of Unit

- make informed comments on what they see and do

Start of Unit End of Unit

- analyse what could be improved and suggest ideas to make the improvement

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in swimming activities.
- to know how to develop cardiovascular capacity in water based activities and understand how their body reacts.
- to work with determination to improve and succeed when faced with water based challenges
- to encourage pupils to aspire to be the best they can be and commit to improving their ability in water based environments.

TEACHING ACTIVITIES

- Teach pupils exercises and actions that improve fitness for swimming, e.g. strength for shoulders and arms, and suppleness and flexibility for ankles, back, shoulders, and hips.
- Teach pupils how to warm up and cool down for swimming activities. Help them to select specific exercises that will improve the condition of their bodies to perform. Ask them to adapt and refine their techniques so that they can accurately replicate high quality techniques and carry them out independently.
- Enable pupils to work with determination to improve and succeed when faced with water based challenges, and always aim to be the best they can be.

LEARNING OUTCOMES

- pupils demonstrate cardiovascular capacity in water based activities and understand how their body reacts.

Start of Unit End of Unit

- show determination to improve their skills in water based challenges.

Start of Unit End of Unit

- pupils show commitment to improving their skills and techniques in water based environments.

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to plan basic strategies in swimming, applying basic principles, and to adapt them to different situations more effectively

TEACHING ACTIVITIES

- Help the pupils to work at different speeds and over different distances. Help them to control their strokes, effort and breathing so that the swimming is sustained smoothly.
- Teach pupils how to combine and then vary leg and arm actions for greater speed and control. Teach them how to select and make the most of a turn.
- Talk to pupils about how to plan to meet the challenges set, and how to share the work fairly with others. Help them to plan how they will approach personal survival challenges without getting too tired.
- Listen to pupils' ideas on what challenges they would like to set for themselves and others and how they would go about meeting them.

LEARNING OUTCOMES

- describe how they meet challenges and tasks set, selecting appropriate approaches and pacing their effort well

Start of Unit End of Unit

- combine strokes well to meet the challenges, producing them at different speeds and intensities

Start of Unit End of Unit

- record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve the consistency and quality of their skills
- to adapt their skills to specific events and extend the range of their techniques

TEACHING ACTIVITIES

- Ask the pupils to swim across and up and down the pool using as many different strokes and leg and arm actions as they can. Ask them to work in pairs to copy each other. Help them to perform the strokes and skills they know with greater fluency, e.g. front crawl, back crawl and breaststroke, sculling. Teach pupils how to turn when swimming each stroke.
- Ask pupils to concentrate on two strokes initially. Help them to understand the principles of applying force to swim in the direction desired. Teach them how to produce greater power.
- Teach pupils how to swim the butterfly stroke.
- Teach the pupils different ways to breathe for different strokes.
- Teach pupils different ways of sculling, floating and making floats, and ways to keep afloat and save energy.

LEARNING OUTCOMES

- use three strokes confidently with accuracy and fluency

Start of Unit End of Unit

- explain how to swim the fourth stroke over short distances

Start of Unit End of Unit

- perform a range of personal survival skills, sustaining their effort appropriately

Start of Unit End of Unit

Swimming

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- swum 50–100m
- used three different strokes
- swum on their front and back
- used a range of personal survival techniques including floating, sculling and surface diving
- learnt about water safety in and around a pool

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- strokes, e.g. front crawl, backstroke, breaststroke, butterfly, arm pull, leg kick, breathing control
- challenges and events, e.g. lengths and widths, times and distances, sustained effort, pacing, starts and turns

Speaking and listening – through the activities pupils could:

- discuss and respond to initial ideas and information, carry out the task and then review and refine ideas

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

Ask pupils to try different starts and turns to investigate the effect on the time it takes them to swim two lengths. Encourage them to see if there is a difference when they use one particular stroke, a different stroke, or a combination of both strokes. Choose their two best strokes to work on. Work on improving times.

Adaptations and variations on the task

- If the pool is large enough, swim widths instead of lengths. Make sure pupils swim six to eight widths.
- Ask them to investigate whether swimming lengths will be faster than swimming a comparable distance using widths.
- Prescribe the strokes to be used by each pupil. Some pupils will need to use one stroke only.
- Give the pupils specific time targets to meet so that they vary their pace. Vary the targets for different groups.
- Reduce the distance for some and increase it for others.
- Ask pupils to investigate carrying out the task as a relay activity.

Task 2

Investigate the most effective way of swimming distances between 200m and 400m as a group/relay team using three different strokes. Share out the distance and strokes fairly. Explore ways of improving speed and efficiency.

Adaptations and variations on the task

- Groups can be between two and six. Better swimmers could be placed in smaller groups.
- Give weaker groups shorter distances to swim.
- Use widths rather than lengths for classes that are weaker.
- In mixed-ability groups the most able should swim the furthest when timing takes place.
- Set different distances for different groups.
- Compare swimming three strokes with one or two.
- Get groups to use all four strokes (including butterfly).

Task 3

See whether pupils can beat the time or distance for a personal survival challenge. Carry out a challenge lasting between six and 10 minutes involving swimming, surface diving, floating, sculling, and getting into and out of the water. Explore ways of improving efficiency and safety.

Adaptations and variations on the task

- The most able should be given longer time challenges and the least able short ones.
- Increase the number of challenges to be faced as pupils improve.
- Devise a circuit around the pool where there are choices for each pupil.
- Set challenges to be solved in groups where different members of the group take on different challenges.
- Incorporate other types of challenges, e.g. carrying equipment across the pool or shooting goals on the circuit.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- swim regularly and frequently to give them confidence and improve their technique and fitness
- join an after-school club for events training, personal survival awards, water polo or synchronised swimming
- join local clubs to access coaching
- identify local swimming pools and schemes
- take part in an intramural competition
- take part in a 50k or 100k club

Striking & Fielding Games Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: hit a ball fed to them using a small range of shots and directing it in one general area; bowl using a modified technique showing some accuracy; retrieve and return the ball as a fielder; play as a member of a team following the lead of others; apply the basic rules of the game consistently; identify the type of exercises and activities that help their fitness for the game; recognise how to develop specific speed and how to prepare and recover from explosive activity; identify aspects of a game that are performed well and describe what happens; have a positive approach to activities and aspire to be the best they can be.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: select their shot based on where the ball is bowled and with the intention of avoiding the fielders; hit with control and accuracy; bowl with increasing accuracy and an awareness of the field placement; field effectively and return the ball to an appropriate base position; take an active and thoughtful part in the games; aim to be the best they can be; identify the fitness needs of different roles in the game; know how to develop specific speed and how to prepare and recover from explosive activity; read the game and react with determination to situations as they develop; identify their strengths and weaknesses and take decisions about what to work on to improve and succeed when faced with challenges.

Above Average Attainment

Some children will have progressed further. They will be able to: play the games demonstrating control, accuracy and sound technique in their bowling, batting and fielding; think about where they place the ball when batting and bowling; field effectively to put the batter under pressure; read the game well, selecting tactics and team strategies which suit the situation; devise simple fitness and preparation routines that relate to the specific fitness needs of different roles in the game; take the initiative and show determination when working on aspects where they need to improve their own performance; always aim to be the best they can be and work effectively with others.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to prepare for and recover from exercise effectively and safely and know the principles used
- to recognise that different activities require different types of fitness

TEACHING ACTIVITIES

- Teach pupils relevant activities and exercises that help them to develop their own fitness for the games. Ask them to analyse what the most important types of fitness are in the games, e.g. speed, power, quick reactions. Teach them exercises that will help develop their speed and reactions.
- Teach pupils the difference between warming up for these games and preparing themselves over a longer period of time.
- Help pupils to recognise the similarities and differences between training for striking/fielding games and training for sprinting and throwing in athletic activities.

Evaluating and improving

LEARNING OBJECTIVES

- to understand the concepts of striking/fielding games and make effective evaluations of strengths and weaknesses in performance

TEACHING ACTIVITIES

- Teach pupils what to look for when evaluating individuals and team play:
 - batting, e.g. shot selection, feet position, head position, grip, etc
 - bowling, e.g. ball placement, body position, feet position, ball flight and speed
 - fielding, e.g. anticipating direction of hit, position of body and hands, accuracy and selection of throwing technique
- Help pupils to identify when skill or aspects of fitness need to be worked on.
- Teach pupils how to give feedback to others about what they see by using good technical language. Help them to identify what they need to do to improve their own performance, and to take the initiative to try out ideas that will help improve it.

Striking & Fielding Games Development Unit

Start Date

End Date

LEARNING OUTCOMES

- identify that speed, power and quick reactions are needed to play these games well

Start of Unit End of Unit

- describe how to improve their own fitness

Start of Unit End of Unit

- select exercises and activities that help the body to prepare for and recover from these activities

Start of Unit End of Unit

- explain how to exercise safely and carry out these activities carefully

Start of Unit End of Unit

LEARNING OUTCOMES

- use simple analysis techniques to identify strengths and weaknesses in individual performance and team play

Start of Unit End of Unit

- give clear feedback using appropriate terminology

Start of Unit End of Unit

- explain how to read the game well and adjust tactics and game plans to meet new situations

Start of Unit End of Unit

Striking & Fielding Games

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- developed an understanding of the basic game strategy
- developed an understanding of field placements, where to hit the ball to increase their chances of scoring, and the relationship between bowler and batter
- experienced a range of batting, bowling and fielding techniques
- learnt how to apply rules to small-sided and mini versions of striking/fielding games

LANGUAGE FOR LEARNING

Through activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, e.g. stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation

Speaking and listening – through the activities pupils could:

- listen for a specific purpose, note the main points and consider their relevance and validity

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

The purpose of this game is for the batting pair to score as many runs as they can in their innings. In each group pupils should play six fielders against the team of bowler and batter who are working together. The bowler and batter have 12 deliveries (six each) during which they should score as many runs/points as possible. Points are scored either by running round the bases, e.g. softball or rounders, or by running between wickets, e.g. stoolball or cricket. They should decide on which rules they will play to. The batting pair should set, or be set, a target of points/runs to achieve. If either of them is 'out', they will lose a point/run.

Adaptations and variations on the task

- Adapt the field so that the game is challenging for batters and fielders alike, e.g. play into an area of 180 degrees rather than a whole field, set the wickets or bases further apart or closer together.
- To make the games easier, pupils should choose equipment that they can strike with, e.g. tennis rackets, shorter and wider bats, soft balls, larger balls.
- For those who have difficulty hitting a ball, use a tee for them to hit off.
- To stretch the more able, make them use smaller, harder balls and cricket or rounders bats.

- To make the batting task easier, allow the ball to be hit anywhere. To make it harder, reduce the area into which it can be hit. This can help develop specific shots. The most able should be asked to play shots on the 'off' side.
- To vary the challenge, ask batting pairs to predict how many points/runs they will score. Get them to set themselves targets, or have them set by others.

Task 2

The purpose of the game is for a batting pair to play against a bowling pair and see who can score the most points. Points are scored for each completed run, each time a post is passed, each time a wicket is taken or a batter would be given out in a full game. The bowlers are supported by four other fielders. Each innings should be between 20 and 30 balls. At the end of the innings, the bowling pair bat against the batting pair. Each pair tries to add to their score. At the end of this 'match' the fielders will form two pairs and play their match.

Adaptations and variations on the task

- To make the task easier, ask the 'friendly' bowler to feed the ball from close by. To make it harder, ask them to bowl the ball correctly from the right distance.
- To vary the challenge, ask batting pairs to predict how many points/runs they will score. Direct them to set themselves targets, or have them set by others.
- To keep fielders alert, allow them to score bonus points for 'assists' in taking wickets or getting someone 'out'.
- If anyone is out, the bowlers get half a point for each ball remaining in the innings, and the innings is over.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, using knowledge of how texts, databases, etc are organised and of appropriate reading strategies, e.g. www.english.sports.gov.uk

Net/Wall Games Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: recognise the importance of improving flexibility and how the body feels during effective stretching; serve and return an object in a net/wall game using modified equipment and often playing on a modified court; sustain a rally in a cooperative situation; play modified games and demonstrate an understanding of the basic game strategy; play as a member of a team and understand their role; apply the basic rules of the game consistently; have a positive approach to activities and aspire to be the best they can be.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: know how to improve flexibility safely and how the body feels during effective stretching; understand the implications of their shot placement; respond appropriately to returns by the opposition and maintain their place in the rally; identify opportunities to finish the rally, increasing scoring opportunities; serve and return the object, eg ball, shuttle, consistently and with some accuracy; play small-sided or mini-versions of net/wall games involving teams; fulfill a number of different roles, including player, team leader, umpire, etc; begin to identify strengths and weaknesses in simple game play situations and make adjustments; have a go at new activities with confidence and show determination to improve and succeed.

Above Average Attainment

Some children will have progressed further. They will be able to: suggest how to improve flexibility safely and understand how the body feels during effective stretching; use a range of shots and techniques with consistent accuracy and variation in power; use basic game strategies effectively; identify strengths and weaknesses in their own and others' techniques, shot selection, and use of simple game tactics; suggest combinations of tactics to increase the chance of scoring successfully; umpire effectively, using an agreed range of rules, ensuring the game is played fairly; overcome challenges with confidence and show determination to improve and succeed.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to understand the principles used to prepare for, and recover from, these games
- to recognise that different activities require different emphasis in types of fitness

TEACHING ACTIVITIES

- Identify and practise specific activities that would enable individuals to become fitter games players.
- Help pupils to recognise and identify how their stamina, strength and/or suppleness are affected by playing net/wall games. Explain to them how net/wall games might form part of an exercise programme to help their fitness, health and enjoyment.
- Teach pupils warm-up and stretching exercises relevant to net/wall games, e.g. concentrating on groins, hamstrings and calves; working on the flexibility of the back and shoulders. Ask them to select and incorporate exercises in their own warm-up and cool-down routines.

Evaluating and improving

LEARNING OBJECTIVES

- to understand the concepts of net/wall games and make effective evaluations of strengths and weaknesses of performance

TEACHING ACTIVITIES

- Teach pupils to use simple criteria to judge the effectiveness of their own and others' basic forehand, backhand and overhead shots, e.g. was it accurate enough, high enough or hard enough to make it difficult for the opponent? Help them to recognise and comment on the backswing, contact and follow-through phases.
- Teach pupils to use simple game analysis techniques to judge the effectiveness of combinations of shots, e.g. plot where one player's shots go in a competitive rally, or record the different types of shot used in a rally.
- Teach pupils to devise a practice that helps improve the accuracy and consistency of a particular shot. Help them to practise in both cooperative and competitive situations.

Net/Wall Games Development Unit

Start Date

End Date

LEARNING OUTCOMES

- explain what they need to do to improve their own fitness level

Start of Unit End of Unit

- identify areas of fitness most needed in the games, and explain how involvement in these games contributes to their fitness, health and wellbeing

Start of Unit End of Unit

- carry out warm-up and cool-down routines safely

Start of Unit End of Unit

- select and incorporate stretching exercises which are suitable for the game and their own needs

Start of Unit End of Unit

LEARNING OUTCOMES

- use simple game analysis techniques to evaluate their own and others' consistency and accuracy

Start of Unit End of Unit

- understand and identify the basic principles of good technique including backswing, contact and follow-through

Start of Unit End of Unit

- choose and implement appropriate practices to improve their own play

Start of Unit End of Unit

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in net wall games activities.
- to know how to improve flexibility safely for net racket skills and how the body feels during effective stretching
- to encourage pupils to have a go at new activities and to develop confidence.
- to help pupils to work with determination to improve and to overcome the challenges within net wall games.

TEACHING ACTIVITIES

- Teach pupils to understand how to stretch effectively in readiness for net wall games
- Encourage pupils to try new skills and to work with confidence and determination in a competitive situation.
- Help all pupils to experience success in net and wall games and to cope effectively when faced with failure.

LEARNING OUTCOMES

- shows good shoulder and hip flexibility and understands the importance of flexibility in Net Wall games

Start of Unit End of Unit

- pupils approach new skills and activities confidence

Start of Unit End of Unit

- demonstrate determination to improve and to overcome the challenges within net wall game

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to understand and apply strategic and tactical principles more effectively in familiar situations and anticipate and describe outcomes
- to adapt strategies and tactics used in one game and apply them to another one

TEACHING ACTIVITIES

- Ask pupils to try out a range of different shots and placements to outwit their opponent, e.g. changing the pace, direction or height of the ball, playing on the weaker side of their opponent. Ask them to analyse which ones work best. Teach them how to plan a rally so that it puts their opponent under pressure, e.g. where to hit the first shot, how to create space to hit the ball into.
- Help pupils to read or anticipate an opponent's movements and choice of shot in a game. Teach them to recognise when to try to keep a rally going, e.g. mainly to gain time in defending, and when to try to finish it off, e.g. mainly to use attacking shots.
- Talk to pupils about where to stand on the court to attack and defend. Teach them how to change their position and tactics during the game or a rally.

LEARNING OUTCOMES

- select and implement simple shot combinations which move their opponent out of position

Start of Unit End of Unit

- describe how to vary the strength, height and direction of their shots during a game

Start of Unit End of Unit

- identify which shots are used most for defending and which for attacking

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve consistency, quality and use of techniques for a specific purpose
- to adapt and develop their skills into specific techniques in the activities undertaken

TEACHING ACTIVITIES

- Ask pupils to explore hitting or throwing a variety of balls and shuttlecocks into target court areas. Encourage them to select and use the equipment that suits them best. Teach them how to hit with the racket, on either side of their body and above their head. Teach them how to hold a racket and how to adjust the grip for shots on different sides of the body, and for different reasons.
- Help pupils improve their watching of, and moving to, the ball, e.g. using a 'ready' stance, preparing the racket by using backswing, hitting, following-through and returning to the 'ready' position. Teach them to hit the ball at the top of the bounce and to start to hit it on the rise. Help them to investigate different ways of hitting the ball and making contact with it, e.g. hard, soft, with slice, topspin.

LEARNING OUTCOMES

- hit the ball with reasonable consistency and accuracy in cooperative and competitive rallies

Start of Unit End of Unit

- play a range of different shots on both sides of the body with sound basic technique in backswing, contact and follow-through

Start of Unit End of Unit

Net/Wall Games

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- developed an understanding of the basic ideas behind the games
- developed an understanding of where to hit the object (ball, shuttle, etc) to maximise the chances of scoring
- developed an understanding of how to move their opponent out of position
- experienced a range of net/wall games using a variety of equipment
- gained knowledge on how to apply rules to small-sided or mini-versions of net/wall games

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, e.g. ready positions, tactics, strokes and shots, preparation and follow-through, attacking and defensive positions, changing defence into attack, anticipation/disguise, coaching, officiating/umpiring

Speaking and listening – through the activities pupils could:

- describe and evaluate how the work was undertaken and what led to the conclusions

Reading – through the activities pupils could:

- undertake independent research using knowledge of how texts, databases, etc, are organised and of appropriate reading strategies

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

The purpose of the game for pupils is to score more points than their opponent by getting the ball to bounce once in their opponent's court and then a second time. Play 1 v 1 on a modified court between 3m and 5m square on each side of a low net. Use a suitable racket and a ball. Players should agree rules on how to start the game, restart the game after a point is won, finish the game, and on a scoring system. The chosen game should reflect known games, e.g. tennis, badminton, volleyball.

Adaptations and variations on the task

- Some pupils will need to have the task made easier by making the court a little smaller, using a slower ball, allowing the ball to bounce more than once before returning it, and using a lower net.
- To make the game harder, make the court bigger, use a faster, higher bouncing ball, make the net higher (up to tennis

height), and do not allow the ball to bounce, e.g. use volley only.

- Vary the game by making the court wider than it is long, or longer than it is wide.
- Play doubles where partners either take turns or play as in tennis or badminton rules.
- Put target areas in the last half of the court to promote ground shots and rallies.
- Use recognised net/wall games devised for players with disabilities.

Task 2

The purpose is to score points by getting the ball to land in their opponent's court. Play 2 v 2 over a net that is above head height on a court that is about 5m x 5m on each side of the net.

Adaptations and variations on the task

- Use rackets and shuttlecocks. Use throwing and catching skills, or volleyball-type catch and push skills as a variation.
- To make the game easier, play singles on a narrower court. Allow pupils to catch the ball before hitting it.
- To make it harder, increase the size of the court.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtime and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sport, e.g. www.english.sports.gov.uk using their knowledge of how text, databases, etc are organised and of appropriate reading strategies

Gymnastics

Link Unit

Year 6/7

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 4½

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform and choose from a small range of actions and balances, showing basic control; put simpler actions and balances into a shorter sequence, remembering the order and linking some of them; work with a partner or in a small group, incorporating part of their own sequence; use a small number of basic compositional ideas in the sequences; warm up safely; develop strength and flexibility; following others and carrying out with care a small range of exercises that suit their work; comment on their own and others' work, picking out specific strengths when prompted and guided; work willingly on suggestions they are given to improve their work; have a positive approach to gymnastic activities.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: practise and perform with control and accuracy a range of actions and balances needed for sequences; link actions and balances together so that they flow, using different compositional ideas; adapt actions and balances so that they can be performed in a sequence with a partner and in a small group; warm up effectively and safely to help to condition their bodies for the sequences and develop dynamic strength and flexibility; use criteria to judge the quality of actions, compositional ideas and sequences, picking out the main strengths and using appropriate language; confidently choose aspects of the performance that need improvement and show commitment to gymnastic challenges.



Above Average Attainment

Some children will have progressed further. They will be able to: choose from and perform a wide range of more complex and demanding actions and balances, showing consistent accuracy and control; adapt and vary these actions and balances to meet the needs of a range of situations; perform actions and sequences fluently and precisely; use a range of compositional ideas, showing a clear understanding of their effect on the audience; combine their own work well with others' work, showing a good understanding of partner and group relationships; warm up effectively, choosing exercises that they have identified as being important for strength and flexibility in their work, to condition their bodies for gymnastic activity; identify aspects of a performance that need practising; have the confidence to try new skills and show commitment and determination to succeed.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- the basic principles of preparing for activity
- how performance and safety are improved when preparation is carried out properly

TEACHING ACTIVITIES

- Teach pupils safe exercises that help them carry weight on their arms, use their stomach muscles, improve the flexibility of their legs and arms, and work on the spring and power they get from their legs. Talk to them about the types of warm-up activity they should use to prepare thoroughly for gymnastic activities.
- Help pupils to identify which parts of their bodies work hardest in the sequences they perform. Teach them exercises that may help to strengthen or condition these parts of the body.

Evaluating and improving

LEARNING OBJECTIVES

- to evaluate their own and others' strengths and weaknesses in a performance
- to suggest areas for improvement

TEACHING ACTIVITIES

- Help pupils to develop their observational skills. Teach them to use appropriate terminology when describing what they see.
- Help pupils to choose criteria for judging quality in skill and composition. Teach them how to assess work against these criteria. Ask them to identify aspects of the work that can be improved, and to explore ways of making the improvements.
- Help pupils to identify when skill, fitness or composition need more work.

Gymnastics Link Unit

Start Date

End Date

LEARNING OUTCOMES

- explain the importance of preparing the body for gymnastic activities

Start of Unit End of Unit

- explain how strength, power and flexibility are important for good-quality work and control

Start of Unit End of Unit

- identify the parts of the body that work hardest, and choose safe exercises to prepare these for work

Start of Unit End of Unit

LEARNING OUTCOMES

- identify what to look out for when observing actions, phrases and sequences

Start of Unit End of Unit

- describe and sequence what they see or do, using appropriate terminology

Start of Unit End of Unit

- identify strengths in technique and in composition

Start of Unit End of Unit

- describe these strengths to others and pick out areas that they need to improve

Start of Unit End of Unit

Gymnastics

Link Unit

PRIOR LEARNING

It is helpful if pupils have:

- explored ways of varying the basic actions
- performed a sequence of contrasting actions for the purpose of display
- explored ways of matching with a partner
- learnt that ways of linking actions are as important as the actions themselves
- set out apparatus safely and efficiently

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- relationships between partners, e.g. synchronise, canon, unison, symmetrical, asymmetrical, matched, mirrored, parallel, timing, flight

Speaking and listening – through the activities pupils could:

- organise, sequence and link what they say so listeners can follow it
- collaborate with others to share information and ideas, and solve problems

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

With a partner, use skills and ideas from this unit to create and perform a pair sequence on the floor lasting about one minute.

The sequence must:

- include at least six different actions
- include at least four balances (some of which must be upside-down)
- show how the two partners relate their own actions and balances to each other

There must not be any physical contact between partners.

Adaptations and variations on the task

Ask pupils to:

- make their sequence longer, e.g. include more balances, body shapes, and/or ways of travelling (this will make the task harder)
- make their sequence shorter
- include specific actions or agilities that are more difficult (for the more able)
- work with some support or help (for the less able)
- vary their sequence by changing the order of shapes, or ways of travelling
- perform their sequence using different levels and changes of speed, or changes of speed and direction
- fit short phrases of action to music

Task 2

Using the ideas and actions used in the pairs sequence, join with another pair and combine the two sequences to produce a group sequence either on the floor or using apparatus. Plan for pathways, e.g. towards, away, parallel; relationships, e.g. linked, using some physical support, separate, symmetrical, asymmetrical; and timing, e.g. matched and mirrored, canon, unison.

Adaptations and variations on the task

Ask pupils to:

- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in larger or smaller groups, to make the task harder or easier
- include canon, matching, or a change of partners
- perform their sequence with a different emphasis, e.g. stretched shapes or movements that involve curling actions

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join school or local gymnastic clubs (information on local clubs can be found at www.english.sports.gov.uk)
- go to local gymnastic displays
- watch national and international gymnastic events on television, or find out about them in books or on CD-ROM
- perform some of their floor-work sequences at home for their parents or carers
- perform for their peers in shows or assemblies

Gymnastics Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform simpler skills, actions and agilities on the floor and use apparatus with reasonable control; move into and out of individual actions with control, putting these into order within a sequence; with guidance, identify and carry out exercises that help suppleness and strength; make basic judgements about the quality of work, applying some of the set criteria; be aware of areas needing improvement and work on them under guidance and supervision; have a go at new activities with confidence, and aim to be the best they can be.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: select and apply actions, skills and agilities both on the floor and using apparatus; demonstrate control of their body when performing these with a good degree of technical correctness; link sequences effectively making use of compositional ideas and devices; identify and work on the specific strength and suppleness they need to perform with greater quality; choose and make use of criteria to judge their own and others' performance; use specific terminology to make accurate observations; describe what they need to achieve and take appropriate decisions which focus on what is most needed; work with determination to succeed, aiming to be the best they can be.



Above Average Attainment

Some children will have progressed further. They will be able to: use complex combinations of skills, agilities and actions with quality and dynamic control; devise sequences which challenge their own abilities and incorporate those of others; make good use of compositional ideas and devices; use specific strength and suppleness well to provide stability, tension and extension in their work; devise good warm-up and cool-down routines to help condition and prepare their bodies for their work; analyse their own and others' work, picking out the most important areas to improve in both skill and composition; use specific terminology to describe performance; overcome challenges with confidence and always aim to be the best they can be.

CHILDREN AT THIS LEVEL:

Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to understand the principles used to prepare and recover from exercise
- to recognise that different types of activity require different types of fitness

TEACHING ACTIVITIES

- Teach pupils exercises and actions that improve fitness for gymnastics, e.g. strength for arms, legs, stomachs, and suppleness, e.g. for hamstrings, back, shoulders, hips.
- Listen to pupils analyse some of their own actions and sequences and identify whether strength or suppleness is needed more. Ask them to explore how changing the tension and extension of an action makes it different. Teach them to recognise how this affects the quality of their work.
- Teach pupils how to warm up and cool down for their gymnastic work. Help them to select specific exercises that will improve the condition of their bodies to perform. Ask them to adapt and refine their routines so that they carry them out independently.

Evaluating and improving

LEARNING OBJECTIVES

- to understand the concepts of gymnastic activity and make effective evaluations of strengths and weaknesses in performance

TEACHING ACTIVITIES

- Teach pupils what to look for and how to describe what they see using appropriate terminology. Ask them to feed back information, based on what they have to look for, to a performer. Help them to try a number of options to see if they can improve specific aspects of quality in their own and others' work.
- Ask pupils to set specific criteria against which they wish their work to be assessed. Teach them what specific rules and conventions are needed in the chosen form of gymnastics.

Gymnastics Development Unit

Start Date

End Date

LEARNING OUTCOMES

- identify where the strength and suppleness is needed in their own and others' work
 Start of Unit End of Unit
- select exercises that help their strength and suppleness
 Start of Unit End of Unit
- devise and implement an effective and safe warm-up and cool-down routine with a partner
 Start of Unit End of Unit

LEARNING OUTCOMES

- analyse performance against specific criteria and give accurate feedback on what they see
 Start of Unit End of Unit
- identify specific aspects that need improvement in their own and others' work
 Start of Unit End of Unit
- suggest the options that will lead to improvement
 Start of Unit End of Unit

Colour code the **LEARNING OUTCOME** boxes at the **start** and **end** of unit: **RED = 90% not achieved, AMBER = 50% achieved, GREEN = 90% achieved**

Developing physical and mental capacity

LEARNING OBJECTIVES

- to understand the physical and mental demands to progress and improve in gymnastic activities.
- to know what type of specific strength is required for different gymnastic techniques
- to know how to improve flexibility safely and how the body feels during effective stretching
- to work with determination to improve and succeed when faced with challenges
- to always aim to be the best they can be and works effectively individually and with others

TEACHING ACTIVITIES

- Teach pupils gymnastic movements/actions that improve fitness for gymnastic activities, e.g. strength for arms and suppleness, e.g. for hamstrings, back, shoulders and hips.
- Ask them to explore how changing the tension and extension of their body parts makes the action different. Teach them to recognise how this affects the quality of their work.
- Teach pupils how to warm up and cool down independently for their gymnastic work. Help them to select specific exercises that will improve the condition of their bodies to perform.
- Encourage pupils to answer exploration and investigative tasks with determination.

LEARNING OUTCOMES

- to understand and demonstrate specific types of strength required for different gymnastic techniques

Start of Unit End of Unit

- is able to improve flexibility and shows a good range of mobility

Start of Unit End of Unit

- is determined and shows the capacity to improve and succeed

Start of Unit End of Unit

- demonstrates a positive attitude towards gymnastics and works to the best of their ability

Start of Unit End of Unit

Making and applying decisions

LEARNING OBJECTIVES

- to understand and apply compositional ideas more effectively and create gymnastic sequences in response to set compositional tasks

TEACHING ACTIVITIES

- Teach pupils ways of linking shapes and balances using variations in speed, e.g. faster, slower, accelerating, decelerating; variations in direction in coming into and going out of stillness; variations in levels.
- Talk to pupils about, and explore the use of, shape in composition; individual and pair shapes, e.g. symmetry, asymmetry, linked, supported, separate, in movement and in stillness. Teach pupils how to select a variety of these to incorporate into sequences to meet the theme or task set.
- Help pupils investigate dynamics and timing in pairs and groups, e.g. synchronised, canon. Investigate relationships in stillness and movement, e.g. under, over, through, against, matched, mirrored, toward and away from, using partners and apparatus.
- Help pupils create combinations of agilities that meet specific themes and compositional ideas. Repeat and refine these and then adapt them to give different impressions or meet different themes.

LEARNING OUTCOMES

- design and perform aesthetically pleasing and imaginative sequences

Start of Unit End of Unit

- demonstrate a good memory for sequences and repeat their sequences accurately

Start of Unit End of Unit

- perform with confidence and fluency

Start of Unit End of Unit

Developing skills in physical activity

LEARNING OBJECTIVES

- to improve the consistency, quality and use of their skills
- to adapt their gymnastic skills and develop specific techniques that suit the style of gymnastics used

TEACHING ACTIVITIES

- Ask pupils to explore a circuit of skills and agilities: rolling, e.g. using inclines, raised platforms, dive forward rolls; balancing, e.g. handstand, headstand; flight from hands, e.g. the Arab spring, handspring; vaulting over benches, e.g. secure landings from high platform; and wheeling and spinning, e.g. the cartwheel.
- Teach pupils to show good body tension and extension and how to vary these to obtain maximum control. Get them to select, practise, refine and consolidate specific skills and agilities.
- Help pupils to explore and investigate a range of partner supports and linked shapes, e.g. using minimal support, balance and counter-balance. Investigate specific supports, e.g. from sports acrobatics. Select and practise those that are to be incorporated into sequences. Explore ways of getting into and out of them by transferring weight and changing direction and level.

LEARNING OUTCOMES

- perform single and linked actions accurately

Start of Unit End of Unit

- perform a wider range of skills, actions and agilities including rolls, flight from hands, partner supports and balances, and some vaults

Start of Unit End of Unit

- consistently show control, tension and extension

Start of Unit End of Unit

- use transference of weight effectively

Start of Unit End of Unit

Gymnastics

Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- confidence in weight bearing on hands
- experienced working in pairs and small groups where they need to trust each other
- adapted their own and others' work to include all members of a group
- worked with apparatus for the start of vaulting activities

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- performance, e.g. criteria for observing and judging, vaults – approaching, flight, landing, rotation, Arab spring, handspring, acceleration, deceleration, principle of composition
- dynamics, e.g. explosive/sustained

Speaking and listening – through the activities pupils could:

- discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

In pairs or threes, pupils design and then perform an apparatus sequence of six to eight actions incorporating flight, rolls and balances, which focuses on carrying weight on hands. It must be synchronised or in canon, or be a mixture, and should involve no partner contact.

Adaptations and variations on the task

- To make the task harder, increase the number of actions required. Decrease them to make it easier.
- Some pupils may need to produce individual sequences. Others may be able to work in groups of four.
- Ask pupils to adapt their sequences by performing them on different apparatus.
- Arrange for pupils to perform their sequences with different partners.
- Ask them to swap roles and perform each other's parts in the sequence.

Task 2

In pairs or threes, pupils create and then perform a sequence on the floor, incorporating four to six still partner contact shapes. Contacts can include supporting part or all of a partner's weight. Link the sequence using actions involving rotation, flight and other forms of travelling.

Adaptations and variations on the task

- Some groups will need to be given set actions to incorporate in their sequences.
- Ask pupils to change the speed at which they perform the sequences.
- Some pupils will need to use partner contacts where weight support is minimal.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join school or local gymnastic clubs (information on local clubs can be found at www.english.sports.gov.uk)
- organise gymnastic displays or competitions for pupils to take part in and watch
- watch high-quality performances live or on video

Outdoor & Adventurous Activities Development Unit

Year 7/8

Contribution to the curriculum range

Exercising safely and effectively

Accurate replication of actions, phrases and sequences

Exploring and communicating ideas, concepts and emotions

Identifying and solving problems

Performing at maximum levels

Outwitting opponents

Date:

Teacher(s):

EXPECTATIONS

When carrying out the activities and tasks in this unit:

Level 5

Below Average Attainment

Some children will not have made so much progress. They will be able to: perform with some success in familiar environments; work cooperatively with others, making some contributions to the plans; identify some of the strengths and weaknesses in their performance; identify some activities that help prepare for a challenge, be prepared to have a go with confidence and learn to cope with success and failure recognising the need to manage emotions.

CHILDREN AT THIS LEVEL:

Average Attainment

Most children will be able to: apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones; plan their activities cooperatively and accept the challenge they present; understand the nature of the activities and how to improve their performance; know how to prepare for and recover from these activities; work with determination when faced with challenges; cope with success and failure and manage their emotions.

Above Average Attainment

Some children will have progressed further. They will be able to: adapt and use more specific techniques and strategies successfully; plan and organise themselves quickly and communicate their plans to others; be clear about the nature of the task set and show some initiative in responding to it; prepare for and recover from activities and challenges efficiently; recognise alternative approaches and respond quickly to challenges; work with determination to succeed and effectively manage their emotions when experiencing success.

CHILDREN AT THIS LEVEL:



Making informed choices about healthy, active lifestyles

LEARNING OBJECTIVES

- to understand the principles used to prepare for outdoor activities
- to recognise that different types of activity require different types of fitness

TEACHING ACTIVITIES

- Teach pupils any techniques and skills required, giving them time to practise and raise their safety awareness. Concentrate on lifting, carrying and the use of any equipment.
- Teach pupils how to practise the activities that will improve their fitness for the challenges set.

Evaluating and improving

LEARNING OBJECTIVES

- to observe others and learn from their own experience
- to understand the nature of the challenge and make effective evaluations of strengths and weaknesses in performance

TEACHING ACTIVITIES

- Talk to, and listen to, pupils about your and their expectations and their ability to work alone and together. Talk to them to help them work more successfully together, so that when they next carry out a task, they have reviewed and refined ideas.
- Talk to pupils and listen to their planning and review – help them draw out the significant points.
- Teach pupils to identify alternative approaches.
- Teach pupils to analyse the efficiency of a performance. Help them to focus on specific actions that will improve efficiency.

Outdoor & Adventurous Activities Development Unit

Start Date

End Date

LEARNING OUTCOMES

- describe the physical nature of the task

Start of Unit End of Unit

- explain how to develop their own fitness in order to improve their performance

Start of Unit End of Unit

LEARNING OUTCOMES

- review their work, identifying strengths and weaknesses

Start of Unit End of Unit

- suggest alternative approaches

Start of Unit End of Unit

- try out different approaches

Start of Unit End of Unit

Outdoor & Adventurous Activities Development Unit

PRIOR LEARNING

It is helpful if pupils have:

- taken part in simple orienteering activities and events successfully, using maps, diagrams or photographs
- taken part in problem-solving activities that have a clear focus on plan–do–review

LANGUAGE FOR LEARNING

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- map reading, e.g. maps, features, symbols, expeditions and journeys
- orienteering styles, e.g. cross-country, score
- planning and safety, e.g. problem solving, plan–do–review, teamwork, personal responsibilities

Speaking and listening – through the activities pupils could:

- discuss and question what they are learning and how it is relevant in other contexts or when using different variables

CORE TASKS

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1: orienteering/navigation

Pupils complete a solo orienteering course with between six and 12 controls set in familiar terrain, e.g. the school site or local parkland. They spend 10 minutes planning how they will complete the course, then hand in a copy of the plan before departure. They record the order in which they visit the controls and the time taken to move between controls.

Adaptations and variations on the task

- Set up courses using permanent controls around the school site.
- Set up courses where only compasses and clues are used to navigate a course.
- Use areas unfamiliar to the pupils.
- Set challenges on shorter courses and involve pupils in relays or team challenges.
- Maps can be changed for diagrams, clues or photographs.

Task 2: problem solving

Pupils can work in a small group of four or five to solve a series of problems based around a circuit of activities. Each group will compete against other teams. They will carry an awkward load such as a pack of supplies weighing approximately 40kg. The pack should not get wet or touch the ground. They will have to carry the object through a difficult maze, over a height of at least two metres, across a stream or a series of obstacles, up and down difficult slopes and, finally, retrieve a 'key' from a difficult position.

Adaptations and variations on the task

- Set up challenges where teams have to move from one place to another. Put constraints on the way the team may move, e.g. pairs, blindfolds or no verbal communication.
- Change or adapt the task to make it easier or harder, e.g. only certain members of the team can be active, while the others direct. Increase or decrease the distance to be covered in the problem, reduce the size and height of the equipment or obstacles.
- Change the format of the groups.
- Set up the problems in unfamiliar environments.
- Use shorter practice times.
- Set up similar problems in a swimming pool.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, pupils could be encouraged to:

- join extracurricular outdoor activity and problem-solving clubs
- join local community-based outdoor activity clubs
- use these activities during team-building and induction activities and programmes
- take part in school-organised outdoor activity or 'expedition' days
- take part in the Duke of Edinburgh's Award scheme and other similar schemes

Outdoor education centres

Some schools could deliver the whole programme or extensions to it by using these centres.

Residential experience

Some schools could use this area of activity as the focus for residential experience.