



PE - Year 7 – Unit Table Tennis

Sequence 1: Learning Objective: Grip and backhand push & service laws

Lesson 1: To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot.

Lesson 2: To perform and replicate a legal table tennis serve with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game

Formative Assessment and Homework: Warm ups to be skill related to develop skills. Pupils to attend extra-curricular table-tennis

Sequence 2: Learning Objective: Forehand push & forehand topspin

Lesson 3: To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game

Lesson 4: To be able to accurately replicate a forehand topspin shot. To understand the importance of movement and preparation for an effective forehand shot. To begin to analyse opponents weaknesses & devise strategies to exploit them.

Formative Assessment and Homework: To demonstrate the ability to score a game & outwit an opponent in a game situation using the appropriate skills and techniques.

Sequence 3: Learning Objective: Doubles play and assessment

Lesson 5: To understand the basic scoring and rules of double game play. To understand the rotation needed for doubles games.

Lesson 6: To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of spin and shot selection. To refine tactics based on opponents weaknesses. To understand the double tactics and movement patterns.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in table tennis.

Formative Assessment and Homework: To be able to identify the basic differences between doubles and singles. To describe the rules of the game.

Big Picture

AIM: In this unit pupils focus on developing basic principles of attack and defence and an understanding of the difference between singles and doubles. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Individual/Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge Primary experience and extra-curricular.
- All pupils encouraged to attend extra-curricular table-tennis and to watch at home to become more knowledgeable with table-tennis terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

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

- 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
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, covering, delaying, moving feet, watching the ball, following through*
- Collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 7 – Unit Football

Sequence 1: Learning Objective: Passing & Dribbling, Control & Turning

Lesson 1: To be able to perform basic passing and receiving skills. To be able to perform these in a small sided game to maintain ball possession & begin to outwit opponents.

Lesson 2: To be able to perform the basic dribbling with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular Football and to be encouraged to join a local club.

Sequence 2: Learning Objective: Passing & movement off the ball and shooting

Lesson 3: To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play in football.

Lesson 4: To understand and know the benefits of types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning.

Formative Assessment and Homework: Homework lesson 4 to draw a Football pitch and mark on the positions. Read rule books and sports reports in newspapers and magazines

Sequence 3: Learning Objective: Attack & defensive tackling techniques

Lesson 5: To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.

Lesson 6: To be able to perform basic defensive skills i.e Tackling. To understand when to defend and how to stop opponents from advancing

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Formative Assessment and Homework: To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for Football. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from primary school.
- All pupils encouraged to attend extra-curricular Football, to watch Football at home to become more knowledgeable with football terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

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

- 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
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *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*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 7 – Unit Netball

Sequence 1: Learning Objective: Ball handling and footwork development

Lesson 1: To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small sided game to maintain ball possession & begin to outwit opponents.

Lesson 2: To develop an understanding and knowledge of the basic footwork rule of netball. To be able to perform footwork rule in a small sided game to maintain ball possession & begin to outwit opponents.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club.

Sequence 2: Learning Objective: Attacking/ dodging development

Lesson 3: To be able to move accurately into a space to receive a well-timed pass. To perform skills in a small sided game making decisions about how best to advance on opposition.

Lesson 4: To develop two different types of dodges to outwit a defender. To be able to demonstrate dodging technique in a small sided game to maintain ball possession & begin to outwit opponents.

Formative Assessment and Homework: Homework lesson 4 to draw a netball court and mark on the positions. Pupils to show understanding of where each player can move on court. Pupils assessed on their court knowledge in class when in game situations.

Sequence 3: Learning Objective: Defending and shooting development

Lesson 5: To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.

Lesson 6: To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve.

Formative Assessment and Homework: Lesson 5 To be able to identify the distinct roles of each playing position and the areas permitted. To describe the rules and laws regarding contact. **Lesson 6** To be able to evaluate pupils shooting technique and suggest ways to improve.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from primary school.
- Homework set in lesson 4 and pupils encouraged to evaluate themselves and peers in lesson 6
- All pupils encouraged to attend extra-curricular netball, to watch netball at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

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

- 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
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *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*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills