

Xmas Term



The New Eccles Hall School

Subject: Games Rugby Year 4 - 11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn about all the safety equipment that is needed.</p> <p>To learn how to tackle safely and the different types of tackles.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Discuss safety in the game, i.e. mouth guards, shin guards, correct footwear...</p> <p>Learn about the field, players, positions and what they do.</p> <p>Learn about tackling : how to tackle safely, side tackle, tackling from the front and rear.</p> <p>Pupils then practice these techniques in groups using tackling bags.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Rugby balls</p> <p>Cones</p> <p>Tackling bags</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
2	<p>To learn how to receive the ball</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Learn about catching the ball: high balls, balls at speed, ground pick-up and soft hands</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Rugby balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
3	<p>Learn about passing</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Learn about passing: grip on ball, accuracy, short and long passing, passing at speed, body position...</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Rugby balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



4	Learn about contact situations and how to do them safely To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Learn scrumming and rucking/mauling, placing the ball after being tackled Pupils then practice these techniques in partners Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Rugby balls Cones Scrum machine	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
5	To learn about line outs To perform basic skills more consistently, to improve timing and anticipation. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Learn which position jumps in a line out, learn about catching, binding, throwing in, lifting and calling. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Rugby balls Cones	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
6	To learn how to beat opponents To perform basic skills more consistently, to improve timing and anticipation To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Learn various manoeuvres to beat opponents: side-step, feint, swerve, change of pace and direction, dummy pass, scissors, switch and kick ahead. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Rugby balls Cones	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
7	Learn the different types of kicks used in rugby. To learn tactical skills. To learn about different systems of play. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Teach pupils about types of kicks: place kick, punt, drop kick, screw kick and the grubber kick. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Rugby balls Cones	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
	To learn about set plays	By outcome and teacher input.	Warm up	Rugby balls	Observation



8	<p>To learn tactical skills</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Review skills from last week.</p> <p>Learn about set plays: kick offs, line outs, marking the ball, penalties (full arm and short arm)</p> <p>Learn about the positioning and tactics involved in all of the above.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Cones</p>	<p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
9	<p>To learn about refereeing signals, rules of the game, names of lines on the field and what they stand for.</p> <p>To learn tactical skills.</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Review skills from last week.</p> <p>To learn about refereeing signals, rules of the game, names of lines on the field and what they stand for.</p> <p> * this lesson will be classroom based</p>		<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
10	<p>To practise analysis of performance</p> <p>To learn about training skills needed for the game.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Watch a video of Rugby world cup – Eng vs Aust</p> <p>Fully analyse the match, paying attention to positional play, rules, tactics, scrumming, tackling, set plays and use Johnny Wilkinson as the 'perfect' model of a fly half</p> <p>Pupils will write up what they have seen and discussed.</p>	<p>Video</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
11	<p>Revise and consolidate all the has been learn about the game of Rugby</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Concentrate on improving: tackling, scrumming, rucks/mauling and passing</p> <p>Use structured set plays to reinforce these.</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Rugby balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
12	<p>Revise and consolidate all the has been learn about the game of Rugby</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance, focusing on rules of the game, how to improve performance, recognise good practise and point out a players mistakes or incorrect techniques.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Concentrate on improving: catching the ball, line outs and how to beat an opponent.</p> <p>Review from last week.</p> <p>Play a game. Whilst playing pupils will come off the field and work with the coach on analysis of performance questions.</p> <p>Warm down.</p>	<p>Rugby balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
13	<p>Revise and consolidate all the has been learn about the game of Rugby</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Concentrate on improving: kicking and set plays</p> <p>Pupils then practice these techniques in groups.</p>	<p>Rugby balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p>



			<p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>		<p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
14	To see how much practical and theoretical knowledge pupils have gained over the term.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	<p>Pupils to do a written and oral test to see how much they have learnt over the term.</p> <p>Review test questions with the pupils.</p> <p>Further discussion on analysis of performance.</p>	Test papers	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



The New Eccles Hall School

Subject: Games Hockey Years 4-11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn the correct sequence of movement for the basic skills, eg dribbling, passing, dodging</p> <p>To give players feed back on common errors.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Brief discussion on safety in hockey.</p> <p>Explain and demonstrate: correct grip of the stick when shooting and dribbling, control of the ball, running with the ball, to dribble and dodge.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
2	<p>To learn the correct sequence of movement for the basic skills, eg dribbling, passing, dodging</p> <p>To give players feed back on common errors.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: passing, receiving, shooting, creating and converting opportunities.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
3	<p>To learn game - play skills, focusing on attack.</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: control of the ball, dribbling, dodging, passing and receiving.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



			tactics needed for the game. Warm down.		
4	To learn game - play skills, focusing on attack. To perform basic skills more consistently, to improve timing and anticipation. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Explain and demonstrate: shooting, converting goal scoring opportunities and creating them. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
5	To learn game - play skills, focusing on defence. To perform basic skills more consistently, to improve timing and anticipation. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Explain and demonstrate: marking, delaying, channelling or closing down opponents. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
6	To learn game - play skills, focusing on defence. To perform basic skills more consistently, to improve timing and anticipation To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Explain and demonstrate: how to intercept, tackling and preventing or delaying shooting opportunities and effective goal keeping. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



7	<p>To learn tactical skills, focusing on attack.</p> <p>To learn about different systems of play.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: how to keep possession, speed, support, penetration, organisation, width and mobility.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
8	<p>To learn tactical skills, focusing on defence.</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: depth, delay, balance, concentration, organisation, security and speed.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
9	<p>To learn tactical skills.</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: free hits, penalty corners, re-starts, set piece play and hitting from a side line.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



10	<p>To learn about training skills needed for the game.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Discuss: endurance, strength, flexibility, speed and mental preparation.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
11	<p>To learn about rules of the game and how to umpire.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Discuss basic rules: starting play, how a goal is scored, restarting play after a goal is scored, penalties for breaking a rule and preservation of fair play.</p> <p>Learn the hand signals used by umpires to officiate a match.</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
12	<p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance, focusing on rules of the game, how to improve performance, recognise good practise and point out a players mistakes or incorrect techniques.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review from last week.</p> <p>Play a game. Whilst playing pupils will come off the field and work with the coach on analysis of performance questions.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



13	<p>To learn about advanced forms of flicking, pushing and shooting. To learn about the laws and tactics of the game. To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up Review skills from last week. Explain and demonstrate: flicking (overhead flick, scoop drag flick and conventional flick), pushing (drag, slap reverse push and conventional push) and different types of shooting(raised shot, conventional shot and Argentinian shot). Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.</p>	<p>Sticks Balls Cones Mouth guards Shin pads Goal keeping kit</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
14	<p>To see how much practical and theoretical knowledge pupils have gained over the term. To learn about the laws and tactics of the game. To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Pupils to do a written and oral test to see how much they have learnt over the term. Review test questions with the pupils. Further discussion on analysis of performance.</p>	<p>Test papers</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



The New Eccles Hall School

Subject: Swimming Years 4-9

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn to swim front crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
2	<p>To learn to swim front crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward 	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



			<p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
3	<p>To learn to swim back crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up <u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in water • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



4	<p>To learn to swim back crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in water • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
5	<p>To learn to swim breaststroke effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Breaststroke</u></p> <ul style="list-style-type: none"> • Body Position: near-horizontal, slightly inclined from the head to the feet. • Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) • Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight 	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



			<ul style="list-style-type: none"> arm pull, mainly used by beginners Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
6	<p>To learn to swim breaststroke effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Breaststroke</u></p> <ul style="list-style-type: none"> Body Position: near-horizontal, slightly inclined from the head to the feet. Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight arm pull, mainly used by beginners Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



			Record times Warm down.		
7	<p>To learn to swim butterfly effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous upward and downward action to balance movement of arms and upper body • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing; rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques</p> <p>Coach and pupils will interact to improve techniques</p> <p>Record times</p> <p>Warm down.</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
8	<p>To learn to swim butterfly effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous upward and downward action to balance movement of arms and upper body 	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



			<ul style="list-style-type: none"> • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing; rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
9	<p>To improve starts and turns for each stroke. Evaluating and improving performance. To learn about the laws and tactics To learn how to analyse performance To learn about safety and life saving techniques.</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up Work on: visually recognising correct technique when used, identifying incorrect technique and after a demo to be able to correct a problem. To identify individual strengths and weaknesses, comment on techniques and identify strengths and weaknesses.</p> <p>Work on Starts and Turns: forward starts, the stance, take off, flight and entry, tumble turns and turns in all strokes. Practise life saving techniques.</p> <p>Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
10	<p>To see how much pupils have learnt about swimming and safety, as well as how to be fit and how to analyse performance.</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Pupils to write a test.</p>	<p>Test papers</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



Subject - Basketball

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
7 – 8 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> To develop the basic skills accurately & fluently & apply to the game effectively 	<ul style="list-style-type: none"> Dribbling Skills Passing – Chest Bounce Overhead Shooting – Set Shot Lay-up shot Jump Catching Skills Practices & games situations <p>Resources</p> <ul style="list-style-type: none"> Basketballs Bibs Court 	<ul style="list-style-type: none"> Most will be able to use a range of techniques for attack and defence with reasonable speed & precision some will be able to apply a range of skills accurately and with good technique
	<p>Selecting & Applying Skills</p> <ul style="list-style-type: none"> To develop an understanding of tactics & strategies in a game To select skills and techniques & apply to principles of attack & defence. 	<ul style="list-style-type: none"> Game situations Teach pupils the principles of attacking & defending man to man marking zone marking switching the point of attack 	<ul style="list-style-type: none"> Most will be able to put into operation principles of attack and defence. some will be able to implement & adapt tactics and game plans in a range of situations
	<p>Knowledge & Understanding of Fitness & Health</p> <ul style="list-style-type: none"> To understand how to improve personal fitness in & through games and what effects regular exercise have on the body 	<ul style="list-style-type: none"> Teach pupils ways in which invasion games encourage fitness. 	<ul style="list-style-type: none"> identify what they need to do to become fitter to play games Explain the effects of regular exercise on the body and how it contributes to fitness & health



	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> To analyse performance of their own play and others and use this to improve their own play. 	<ul style="list-style-type: none"> Teach pupils how to observe performances & identify key similarities & differences in technique or the execution of tactics in games Help pupils set targets so that they can improve. 	<ul style="list-style-type: none"> Observe performances and identify weaknesses & strengths in their own & others performances
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Subject - Outdoor Activities : Climbing (Introduction)

Week	Aim	Outcome	Resources
1	<ul style="list-style-type: none"> Students to understand the requirements of ppe and experience it's effect 	<ul style="list-style-type: none"> Student to be able to put on and adjust own harness and hat correctly Students to experience climbing and being lowered from the high point of their climb 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
2	<ul style="list-style-type: none"> Students to develop an understanding of the belay systems used, including how to belay a climber up and the procedure for lowering a climber safely 	<ul style="list-style-type: none"> Students to work in pairs and perfect the 'Bell Ringing' style of belaying Working in pairs control a lower, one operating the 'Dead Man's Handle' the other controlling the rope. They should be encouraged to check each others performance and monitor speed of descent 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
3	<ul style="list-style-type: none"> To apply the practical techniques to a different ropes based activity e.g. High Ropes Course 	<ul style="list-style-type: none"> Students will have experience of an alternative ropes based activity within the school site, while applying the techniques introduced in week one and two 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Ropes Course
4	<ul style="list-style-type: none"> To introduce the concept of personal challenge and stretch by utilising the Zip Wire as a high impact challenge 	<ul style="list-style-type: none"> To have completed a descent of the Zip Wire having overcome initial uncertainty and possible fear 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Zip Wire



The New Eccles Hall School

Easter Term



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Subject: Games Football Years 4-11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn about football fitness and stamina.</p> <p>To learn a football warm up.</p> <p>To learn passing techniques.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing.</p>	<p>Discuss football fitness and stamina with the pupils.</p> <p>On the field, do a warm up.</p> <p>Demonstrate passing techniques, such as the backheel, chipping and side volley pass, to the pupils.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Balls.</p> <p>Cones.</p> <p>Skill drill handouts.</p> <p>www.mastersport</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
2	<p>To learn dribbling skills.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p>Explain and demonstrate different dribbling techniques, such as the body swerve, juggling the ball, dummies and the Cryuff turn.</p> <p>Pupils then practise these skills.</p> <p>Review and practise passing techniques learnt last week.</p> <p>Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Balls.</p> <p>Cones.</p> <p>Skill drill handouts.</p> <p>www.mastersport</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
3	<p>To learn kicking techniques.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p>Explain and demonstrate kicking technique, lofted kick, taking crosses and corners and how to bend the ball.</p> <p>Pupils will practise these techniques.</p> <p>Review what they have learned so far.</p> <p>Play a game to consolidate these skills. Whilst</p>	<p>Balls.</p> <p>Cones.</p> <p>Skill drill handouts.</p> <p>www.sportsmaster</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p>



			playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.		Peer Assessment Formative assessment
4	To learn more kicking techniques. To learn about the laws and tactics of the game. To learn how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate the chip, playing the one-two, volley techniques and the overhead kick. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Balls. Cones. Skill drill handouts. www.mastersport	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
5	To learn about control techniques. To learn about the laws and tactics of the game. To learn how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate how to improve close control, foot, head, thigh and chest control. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Balls. Cones. Skill drill handouts. www.mastersport	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
6	To learn football tackling methods. To learn about the laws and tactics of the game. To learn how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate sliding and block tackle technique. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the	Balls. Cones. Skill drill handouts. www.mastersport	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



			game. Warm down.		
7	To learn heading techniques. To learn about the laws and tactics of the game. To learn how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate heading techniques: defensive, diving, attacking, glancing and flick- on. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Balls. Cones. Skill drill handouts. www.mastersport	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
8	To learn about set plays. To learn about the laws and tactics of the game. To learn how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate various set plays: corner kicks, crossing, free kick, penalty kick and throw in. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Balls. Cones. Skill drill handouts. www.mastersport	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
9	To learn and perform attacking strategies. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate chipping over the defence, short passing, overlapping, distributing the ball and creating passing angles. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the	Balls. Cones. Skill drill handouts. www.expertfootball	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



			game. Warm down.		
10	To learn and perform defensive strategies. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Explain and demonstrate pressuring the ball, closing down passing lanes, doubling attacker and backup. Pupils will practise these techniques. Review what they have learned so far. Play a game to consolidate these skills. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Balls. Cones. Skill drill handouts. www.expertfootball	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
11	Theory lesson on: players and their positions rules of the game formations goalkeeping	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Discuss and read handouts on: players and their positions rules of the game formations goalkeeping. Question and answer session.	Handouts from www.footy4kids	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



Subject: Games Hockey Years 4-11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn the correct sequence of movement for the basic skills, eg dribbling, passing, dodging</p> <p>To give players feed back on common errors.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Brief discussion on safety in hockey.</p> <p>Explain and demonstrate: correct grip of the stick when shooting and dribbling, control of the ball, running with the ball, to dribble and dodge.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
2	<p>To learn the correct sequence of movement for the basic skills, eg dribbling, passing, dodging</p> <p>To give players feed back on common errors.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: passing, receiving, shooting, creating and converting opportunities.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
3	<p>To learn game - play skills, focusing on attack.</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: control of the ball, dribbling, dodging, passing and receiving.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



4	<p>To learn game - play skills, focusing on attack.</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: shooting, converting goal scoring opportunities and creating them.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
5	<p>To learn game - play skills, focusing on defence.</p> <p>To perform basic skills more consistently, to improve timing and anticipation.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: marking, delaying, channelling or closing down opponents.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
6	<p>To learn game - play skills, focusing on defence.</p> <p>To perform basic skills more consistently, to improve timing and anticipation</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: how to intercept, tackling and preventing or delaying shooting opportunities and effective goal keeping.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
	<p>To learn tactical skills, focusing on attack.</p> <p>To learn about different systems of play.</p>	<p>By outcome and teacher input.</p>	<p>Warm up</p> <p>Review skills from last week.</p>	<p>Sticks</p> <p>Balls</p>	<p>Observation</p> <p>Listening</p>



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7	<p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Explain and demonstrate: how to keep possession, speed, support, penetration, organisation, width and mobility.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
8	<p>To learn tactical skills, focusing on defence.</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: depth, delay, balance, concentration, organisation, security and speed.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
9	<p>To learn tactical skills.</p> <p>To learn about different systems of play</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Explain and demonstrate: free hits, penalty corners, re-starts, set piece play and hitting from a side line.</p> <p>Pupils then practice these techniques in groups.</p> <p>Do various drills to consolidate what they have learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p> <p>Mouth guards</p> <p>Shin pads</p> <p>Goal keeping kit</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
10	<p>To learn about training skills needed for the game.</p> <p>To learn about the laws and tactics of the</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p>	<p>Warm up</p> <p>Review skills from last week.</p> <p>Discuss: endurance, strength, flexibility, speed and</p>	<p>Sticks</p> <p>Balls</p> <p>Cones</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p>



	game. To learn how to analyse performance	Mixed ability pairing	mental preparation. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Mouth guards Shin pads Goal keeping kit	Skills Written Work Self Assessment Peer Assessment Formative assessment
11	To learn about rules of the game and how to umpire. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Discuss basic rules: starting play, how a goal is scored, restarting play after a goal is scored, penalties for breaking a rule and preservation of fair play. Learn the hand signals used by umpires to officiate a match. Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
12	To learn about the laws and tactics of the game. To learn how to analyse performance, focusing on rules of the game, how to improve performance, recognise good practise and point out a players mistakes or incorrect techniques.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review from last week. Play a game. Whilst playing pupils will come off the field and work with the coach on analysis of performance questions. Warm down.	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
13	To learn about advanced forms of flicking, pushing and shooting. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Review skills from last week. Explain and demonstrate: flicking (overhead flick, scoop drag flick and conventional flick), pushing (drag, slap reverse push and conventional push) and different types of shooting(raised shot, conventional shot and Argentinian shot). Pupils then practice these techniques in groups. Do various drills to consolidate what they have	Sticks Balls Cones Mouth guards Shin pads Goal keeping kit	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



			<p>learnt</p> <p>Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game.</p> <p>Warm down.</p>		
14	<p>To see how much practical and theoretical knowledge pupils have gained over the term.</p> <p>To learn about the laws and tactics of the game.</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Pupils to do a written and oral test to see how much they have learnt over the term.</p> <p>Review test questions with the pupils.</p> <p>Further discussion on analysis of performance.</p>	Test papers	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



The New Eccles Hall School

Subject: Physical Education Swimming Years 4-9

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn to swim front crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
2	<p>To learn to swim front crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward <p>Learn the correct starts (dive), turns and</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



			<p>underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
3	<p>To learn to swim back crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up <u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in water • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



4	<p>To learn to swim back crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in water • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
5	<p>To learn to swim breaststroke effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Breaststroke</u></p> <ul style="list-style-type: none"> • Body Position: near-horizontal, slightly inclined from the head to the feet. • Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) • Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight 	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



			<ul style="list-style-type: none"> arm pull, mainly used by beginners Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
6	<p>To learn to swim breaststroke effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Breaststroke</u></p> <ul style="list-style-type: none"> Body Position: near-horizontal, slightly inclined from the head to the feet. Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight arm pull, mainly used by beginners Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



			Record times Warm down.		
7	<p>To learn to swim butterfly effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous upward and downward action to balance movement of arms and upper body • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing; rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques</p> <p>Coach and pupils will interact to improve techniques</p> <p>Record times</p> <p>Warm down.</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
8	<p>To learn to swim butterfly effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous upward and downward action to balance movement of arms and upper body 	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>



			<ul style="list-style-type: none"> • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing; rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		
9	<p>To improve starts and turns for each stroke. Evaluating and improving performance. To learn about the laws and tactics To learn how to analyse performance To learn about safety and life saving techniques.</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up Work on: visually recognising correct technique when used, identifying incorrect technique and after a demo to be able to correct a problem. To identify individual strengths and weaknesses, comment on techniques and identify strengths and weaknesses.</p> <p>Work on Starts and Turns: forward starts, the stance, take off, flight and entry, tumble turns and turns in all strokes. Practise life saving techniques.</p> <p>Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
10	<p>To see how much pupils have learnt about swimming and safety, as well as how to be fit and how to analyse performance.</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Pupils to write a test.</p>	<p>Test papers</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



Subject: Games – Netball

Medium Term Plan

YEAR 7

TOPIC Netball

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
8 – 10 lessons	<p>Acquiring and developing skills</p> <ul style="list-style-type: none"> To improve consistency, quality and use of skills To adapt and develop skills Throwing, chest and shoulder pass. Catching, static and moving. Moving, stopping and pivoting with footwork variations. Sprint, dodge & indicating. Shooting with & without opposition. 	<ul style="list-style-type: none"> Throwing, chest and shoulder pass. Catching, static and moving. Moving, stopping and pivoting with footwork variations. Sprint, dodge & indicating. Shooting with & without opposition 	<ul style="list-style-type: none"> most will be able to use an increasing range of personal techniques accurately & fluently whilst playing small sided games. Some will adapt skills to different situations Some will use more advanced throwing & movement skills
	<p>Selecting and applying, tactics and strategies</p> <ul style="list-style-type: none"> Retain Possession Width in attack Concentration in defence. Losing defender with speed and surprise. Creating space for attack 	<ul style="list-style-type: none"> Through individual and small sided games (1v1, 2 v 2, 3 v 3, 5 v 5, 7 v 7) pupil encouraged in decision making and application of technique with and without pressure according to level of performance. Talk to pupils about patterns of play and how to make decisions Explore the principles of attack. 	<ul style="list-style-type: none"> Organise themselves in a team to attack & defend in different positions some will be able to select and use a range of tactics successfully in a game situation.
	<p>Teach: Rules / Laws and Etiquette</p>	<ul style="list-style-type: none"> Throwing, 3 seconds, footwork, playing areas, 3 feet, free pass, penalty pass, centre pass, passing rules 	<ul style="list-style-type: none">



	<p>Knowledge and understanding of fitness and health.</p> <ul style="list-style-type: none"> • Develop an understanding of the benefits of a healthy, active lifestyle. • Develop an understanding of how strength, stamina and suppleness can be improved by playing games. • Develop knowledge of warming up and cooling down. • Help students understand importance of specificity in training e.g. use knowledge of athletics training to develop speed and acceleration. 	<ul style="list-style-type: none"> • Pupils discuss the importance of a warm up related to suppleness, strength & stamina. • Teacher led warm-up and cool-down. • Running • Stretches • Agilities • Ball Skills • Speed work to improve movement 	<ul style="list-style-type: none"> • All will be able to lead warm-up adequately. • some will lead others in the warm-up. • most will recognise the benefits of regular exercise towards Netball. • most will describe how to improve their fitness.
	<p>Evaluating and improving performance</p> <ul style="list-style-type: none"> • Develop students' ability to effectively evaluate strengths and weaknesses in their own and others performance. • Help students to be able to identify what aspects of techniques and tactics are successful and what needs to be improved. • Help students develop strategies for how to improve skills, techniques and tactics 	<ul style="list-style-type: none"> • Observe footwork, chest pass, shoulder pass. • Teacher to talk to pupils. • Assess understanding of rules & positions • Observe pupils in a game situation. 	<ul style="list-style-type: none"> • Most can identify their own & others strengths & weaknesses. • All can identify the basic rules of Netball • most have shown progress in implementing basic skills. • Some can assess and comment on the ways in which they can improve.



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Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
	<p>Acquiring and developing skills.</p> <ul style="list-style-type: none"> • To improve consistency, quality and use of skills • To adapt and develop skills into a full game • Revise Year 7 skills. • Keeping to the skills – learning more. • . 	<ul style="list-style-type: none"> • Bounce pass. • Dodging –feint, dodge, stop and go. • Shooting and defending the shot. • Shooting linked with movement 	<ul style="list-style-type: none"> • Use an increasing range of personal techniques accurately & fluently whilst playing in a full game. • Adapt skills to different situations
	<p>Selecting and applying, tactics and strategies</p> <ul style="list-style-type: none"> ▪ Positioning (in relation to opponent and ball) in attack and defence. • Planning set moves – centre passes positioning and movements. • Wrong footing opponent. • Circle play, passing into and across circle • Defending shooters and the shot 	<ul style="list-style-type: none"> • Through individual and small sided games (1v1, 2 v 2, 3 v 3, 5 v 5, 7 v 7) pupil encouraged in decision making and application of technique with and without pressure according to level of performance. • Help pupils to recognise patterns of play. • explain attacking & defence positions 	<ul style="list-style-type: none"> • Most pupils understand new rules & laws. • most pupils will use skills in an attacking defensive role. • some pupils will use successful patterns of play.
	<p>Rules / Laws and Etiquette</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Obstruction, contact, intimidation, shooting and post rules. Throw ups penalty pass / shot 	<ul style="list-style-type: none"> •



	<p>Knowledge and understanding of fitness and health.</p> <ul style="list-style-type: none"> • Develop an understanding of the benefits of a healthy, active lifestyle. • Develop an understanding of how strength, stamina and suppleness can be improved by playing games. • Develop knowledge of warming up and cooling down. • Help students understand importance of specificity in training e.g. use knowledge of athletics training to develop speed and acceleration. 	<ul style="list-style-type: none"> • Ask pupils to refine their own warm-up routines e.g. mobilise, raise their body temperature and stretch. • talk to pupils about different ways of improving performance using their knowledge of fitness e.g. agilities. • Help pupils understand the importance of specificity training. 	<ul style="list-style-type: none"> • Describe what they need to do to improve their own fitness. • design and carry out warm-up and cool-down routines safely and effectively • Explain why these activities are important • Some will recognise and describe how games affect their health and fitness.
	<p>Evaluating and improving performance</p> <ul style="list-style-type: none"> • Develop students' ability to effectively evaluate strengths and weaknesses in their own and others performance. • Help students to be able to identify what aspects of techniques and tactics are successful and what needs to be improved. • Help students develop strategies for how to improve skills, 	<ul style="list-style-type: none"> • Teacher assessment • Pupils to observe and analyse their own and others strengths and weaknesses and identify aspects of technique that need improvement. • Teacher Listen to pupils and invite ideas on how to adapt and vary the games • Assess knowledge of rules and officiating 	<ul style="list-style-type: none"> • Most can assess & comment on the ways in which they can improve e.g. attacking & defending. • some can implement practices to improve their performance • Most can assess & comment on the ways in which they can improve.



	<p>techniques and tactics.</p> <ul style="list-style-type: none">• Making suggestions to improve play		
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The New Eccles Hall School

Medium Term Plan

YEAR 9

Netball

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
	<p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • To improve consistency, quality and use of skills • To adapt and develop skills 	<ul style="list-style-type: none"> • Passing – accuracy, shoulder, moving down the court. • Interception passes and shots. • Marking and dodging revised. • Turning in the air. 	<ul style="list-style-type: none"> • Use a good range of techniques for attack and defence • Pupils should use Warming up and cooling down activities to help reflect previous work. • Opportunities to lead others in warm-up • Opportunities to plan, evaluate and assess skills
	<p>Selecting and applying skills, tactics and strategies</p> <ul style="list-style-type: none"> • pupil encouraged in decision making and application of technique with and without pressure according to level of performance 	<ul style="list-style-type: none"> • Through individual and small sided games (1v1, 2 v 2, 3 v 3, 5 v 5, 7 v 7) • Roles within the team. • Holding and protecting space • Centre passes and Back line passes with pattern of play. • Space awareness. square /diagonal straight pass • Revise all rules. Match procedures. 	<ul style="list-style-type: none"> • Put a game plan in to effect with success and adapt and vary them when necessary.
	<p>Knowledge and understanding of fitness and health.</p> <ul style="list-style-type: none"> • Develop an understanding of the benefits of a healthy, active lifestyle. • Develop an understanding of how strength, stamina and suppleness can be improved by playing games. • Develop knowledge of warming 	<ul style="list-style-type: none"> • Listen to pupils talk about their understanding of fitness and investigate how netball can improve fitness • Help pupils devise a training regime that encourage fitness for netball 	<ul style="list-style-type: none"> • Identify what they need to do to become fitter to play netball • Explain the effects of regular exercise on the body



	<p>up and cooling down.</p> <ul style="list-style-type: none"> • Help students understand importance of specificity in training e.g. use knowledge of athletics training to develop speed and acceleration. 		
	<p>Evaluating and improving performance</p> <ul style="list-style-type: none"> • Develop students' ability to effectively evaluate strengths and weaknesses in their own and others performance. • Help students to be able to identify what aspects of techniques and tactics are successful and what needs to be improved. • Help students develop strategies for how to improve skills, techniques and tactics 	<ul style="list-style-type: none"> • Teach pupils how to observe the similarities and differences in performance of technique or execution of tactics in small sided games e.g. 5 v 5 and half court • Talk to pupils about key factors that influence a successful outcome. 	<ul style="list-style-type: none"> • Observe performances and identify strengths and weaknesses in their own and others' performance.



The New Eccles Hall School

Subject - Outdoor Activities : Climbing (Introduction)

Week	Aim	Outcome	Resources
1	<ul style="list-style-type: none"> Students to understand the requirements of ppe and experience it's effect 	<ul style="list-style-type: none"> Student to be able to put on and adjust own harness and hat correctly Students to experience climbing and being lowered from the high point of their climb 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
2	<ul style="list-style-type: none"> Students to develop an understanding of the belay systems used, including how to belay a climber up and the procedure for lowering a climber safely 	<ul style="list-style-type: none"> Students to work in pairs and perfect the 'Bell Ringing' style of belaying Working in pairs control a lower, one operating the 'Dead Man's Handle' the other controlling the rope. They should be encouraged to check each others performance and monitor speed of descent 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
3	<ul style="list-style-type: none"> To apply the practical techniques to a different ropes based activity e.g. High Ropes Course 	<ul style="list-style-type: none"> Students will have experience of an alternative ropes based activity within the school site, while applying the techniques introduced in week one and two 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Ropes Course
4	<ul style="list-style-type: none"> To introduce the concept of personal challenge and stretch by utilising the Zip Wire as a high impact challenge 	<ul style="list-style-type: none"> To have completed a descent of the Zip Wire having overcome initial uncertainty and possible fear 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Zip Wire



The New Eccles Hall School

Summer Term



The New Eccles Hall School

Subject - Outdoor Activities : Climbing (Introduction)

Week	Aim	Outcome	Resources
1	<ul style="list-style-type: none"> Students to understand the requirements of ppe and experience it's effect 	<ul style="list-style-type: none"> Student to be able to put on and adjust own harness and hat correctly Students to experience climbing and being lowered from the high point of their climb 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
2	<ul style="list-style-type: none"> Students to develop an understanding of the belay systems used, including how to belay a climber up and the procedure for lowering a climber safely 	<ul style="list-style-type: none"> Students to work in pairs and perfect the 'Bell Ringing' style of belaying Working in pairs control a lower, one operating the 'Dead Man's Handle' the other controlling the rope. They should be encouraged to check each others performance and monitor speed of descent 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment Climbing Wall
3	<ul style="list-style-type: none"> To apply the practical techniques to a different ropes based activity e.g. High Ropes Course 	<ul style="list-style-type: none"> Students will have experience of an alternative ropes based activity within the school site, while applying the techniques introduced in week one and two 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Ropes Course
4	<ul style="list-style-type: none"> To introduce the concept of personal challenge and stretch by utilising the Zip Wire as a high impact challenge 	<ul style="list-style-type: none"> To have completed a descent of the Zip Wire having overcome initial uncertainty and possible fear 	<ul style="list-style-type: none"> Harness & Hat each Ropes Belay Equipment High Zip Wire



YEAR 8

TOPIC Rounders

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
6 lessons	<p>Acquiring & Developing Skills</p> <ul style="list-style-type: none"> • Apply more specific techniques • Improve consistency, quality and use of technique for a specific purpose. 	<ul style="list-style-type: none"> • Batting stance and technique. Directional hitting. • Catching • Underarm throwing • Overarm throwing • Bowling action using spin and ‘donkey drop’. • Fielding the ball – long barrier <p>Resources</p> <ul style="list-style-type: none"> • posts / bases • bats • rounders balls • scorecard • cones for target practice 	<ul style="list-style-type: none"> • All will be able to make contact with the ball; bowl showing some accuracy; retrieve and return the ball. • Most will be able to hit the ball showing correct technique; bowl accurately; field effectively and return to appropriate position. • Some will be able to hit with control and accuracy; bowl soundly showing variety & accuracy; Field efficiently and return quickly and accurately.
	<p>Selecting & Applying Skills & Tactics</p> <ul style="list-style-type: none"> • Understand and apply tactics. • Anticipate and respond to situations. • Play in game situations 	<ul style="list-style-type: none"> • Running between posts • fielding a ball travelling along the ground • accurate throwing to an appropriate place • chasing a moving ball, retrieve and deliver appropriately • long barrier • covering • play in game situations 	<ul style="list-style-type: none"> • All will be able to field the ball from different situations • Most will be able to know how to select appropriate shots when batting; be able to return the ball appropriately • some will be able to return the ball accurately and speedily to correct place
	<p>Knowledge & Understanding of Fitness & Health</p>	<ul style="list-style-type: none"> • Teach how to score • Analyse fitness requirements e.g. 	<ul style="list-style-type: none"> • Be able to umpire game situations



	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> sprinting , throwing • Requirements of different fielding positions • How to run between posts 	<ul style="list-style-type: none"> • Have Knowledge of rules, tactics and techniques • Understand the need for safety • Understand tactics
	<p>Evaluating & Improving</p> <ul style="list-style-type: none"> • Make effective evaluations of strengths and weaknesses • Understand concepts of striking games 	<ul style="list-style-type: none"> • Identify requirements for batting, bowling, fielding • Identify when skill or fitness need to be worked on • Feedback qualities 	<ul style="list-style-type: none"> • Use simple analysis techniques to identify strengths and weaknesses • Give clear feedback • Know how to read game and adjust tactics



The New Eccles Hall School

YEAR 9

TOPIC ROUNDERS

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
Rounders 6-7 lessons	<ul style="list-style-type: none"> Acquiring and Developing Skills To apply techniques specific to the game effectively, safely and efficiently. Extend and develop skills learned in Year 8 	<ul style="list-style-type: none"> Bowling for Speed accurately, and develop the spin Batting –positional changes Fielding-Long barrier and back up Throwing and Catching Practises and small sided games devised to improve the above skills Full game ,rules, tactics, scoring, and umpiring Pupils are assessed on the above skills and their ability in a full game Resources Bases, bats ,balls ,cones, scorecards. 	<ul style="list-style-type: none"> Most will be able to use a limited range of bowling techniques; bat showing correct techniques; field using a range of skills efficiently Some will be able to perform a high level of skill and technique in bowling , batting and fielding, showing accuracy , fluency and precision
	<ul style="list-style-type: none"> Selecting and Applying skills & tactics To learn how to select and vary team , group and individual tactics Play in a game situations selecting and applying appropriate skills Learn rules and umpiring 	<ul style="list-style-type: none"> Teach pupils how to vary their bowling Ask pupils to devise team tactics in small and full Games, help them to identify tactics as a batting and fielding team Talk about attacking and defensive fields 	<ul style="list-style-type: none"> Most will be able to select the appropriate shots for batting, field in different positions, bowl with increasing accuracy. Some will be able to respond quickly and accurately to changing situations in a game and apply relevant tactics
	<ul style="list-style-type: none"> Knowledge and Understanding of fitness and health. How to continue to improve their fitness and health in and through Games. Why regular exercise has a positive effect on health and wellbeing 	<ul style="list-style-type: none"> Help pupils to understand what they need to do to improve their fitness for Rounders e.g. sprinting between bases, the need for flexibility and quick reactions 	<ul style="list-style-type: none"> Explain what they need to do to become fitter for playing Games. Explain why exercise is beneficial to fitness, health and wellbeing

YEAR 10/11

TOPIC ROUNDERS



The New Eccles Hall School

Topic and Time	Learning Objectives	Activities and Resources	Learning Outcomes
ROUNDERS Year 10 10 lessons Year 11 4 lessons	<ul style="list-style-type: none"> Acquiring and Developing Skills To plan for and make use of advanced techniques and skills 	<ul style="list-style-type: none"> Revise Batting skills –Timing, placement, deception. Revise Bowling technique to include a wider range of pace, length, variation, consistency,deception Develop further fielding skills backstop, bases, short and deep fielding, roles and responsibilities. Development of small sided Games to practice skills 	<ul style="list-style-type: none"> Most will be able to use a range of techniques and demonstrate accuracy and consistency. Some will be able to demonstrate a good range of advanced techniques showing fluency and accuracy.
	<ul style="list-style-type: none"> Selecting and applying skills and tactics. To plan for and implement advanced strategic and tactical principles and concepts. And adapt them as needed. 	<ul style="list-style-type: none"> Progressive development of full game, rules, tactics, decision making To become more aware of the key factors that influence success and failure of tactical decisions Opportunity to experience a range of roles,i.e. performer, coach, official. Teach pupils to vary field placings according to the strengths of the batter, the importance of 2nd base,dealing with last batsman Batting to the weakness in the field, emphasising deception 	<ul style="list-style-type: none"> Most will be able to adapt a range of tactical solutions in the game to improve their ability to attack and defend. Some will be able to show a high level of consistency, precision and flair in selecting the appropriate skills, and be able to understand the relationship between strategy ,tactics and technique. Plan and implement strategies taking into account weaknesses and game situations.
	<ul style="list-style-type: none"> Knowledge of fitness and health. Devise and implement fitness and skills activities appropriate to the game Recognise and evaluate the impact fitness has on performance and that activity has 	<ul style="list-style-type: none"> Help pupils to devise fitness and skills activities suited to the game. Teach pupils how to monitor improvements in fitness and performance. 	<ul style="list-style-type: none"> Set performance and fitness targets for themselves and monitor the outcomes. Devise activities that will deliver the set targets



	on fitness.		
	<ul style="list-style-type: none"> • Evaluating and improving performance • To improve their ability to analyse and to develop their own and others' performance as a result of the analysis • To develop leadership and more advanced collaborative skills 	<ul style="list-style-type: none"> • Teach pupils which aspects of performance to analyse and what to look for. • Teach pupils to work out priorities for improvement and to devise activities achieve them. 	<ul style="list-style-type: none"> • Analyse their work and with others give accurate feedback based on set criteria • Identify strengths and weakness in their own team and the opposition • Prioritise action for improvement



The New Eccles Hall School

Subject: Games Athletics Years 4 - 11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	To learn basic techniques for doing long jump. To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus	By outcome and teacher input. Differentiated activities. Mixed ability pairing.	Warm Up Teach pupils the 4 basic principles in order to have a good technique when doing long jump: 1. approach run 2. take off 3. flight 4. landing Pupils then practice these techniques. Do various drills to consolidate what they have learnt Whilst jumping coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.	Long jump pit Tape measure Rake GCSE PE Zone	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
2	To learn basic techniques for doing long jump. To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Teach pupils the 4 basic principles in order to have a good technique when doing long jump: 5. approach run 6. take off 7. flight 8. landing Pupils then practice these techniques. Do various drills to consolidate what they have learnt Whilst jumping coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.	Long jump pit Tape measure Rake GCSE PE Zone	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
3	To learn basic techniques for doing high jump. To learn about the laws and tactics To learn how to analyse performance Know how to be safe when using these apparatus	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Teach pupils the different techniques: 1. Scissors 2. Fosby flop 3. Western Roll Discuss the phases of jumping: 1. the approach 2. the take off 3. the flight 4. bar clearance 5. landing Pupils will practise these techniques. Review what they have learned so far. Whilst jumping coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements	Mat Bar Stands GCSE PE Zone	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



4	<p>To learn basic techniques for doing high jump. To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm down. Warm up. Teach pupils the different techniques: 4. Scissors 5. Frosby flop 6. Western Roll Discuss the phases of jumping: 6. the approach 7. the take off 8. the flight 9. bar clearance 10. landing Pupils will practise these techniques. Review what they have learned so far. Whilst jumping coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>	<p>Mat Bar Stands GCSE PE Zone</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
5	<p>To learn basic techniques and rules for discus To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. Learn correct grip. Learn the 8 stages when throwing a discus: <ul style="list-style-type: none"> • preliminary swing • balance position • spin • run • rotation • power position • lift • release Pupils will practise these techniques. Review what they have learned so far. Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>	<p>Discus Measuring tape GCSE PE Zone</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
6	<p>To learn basic techniques and rules for discus To learn about the laws and tactics To learn how to analyse performance Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. Learn correct grip. Learn the 8 stages when throwing a discus: <ul style="list-style-type: none"> • preliminary swing • balance position • spin • run • rotation • power position • lift </p>	<p>Discus Measuring tape GCSE PE Zone</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



			<ul style="list-style-type: none"> • release <p>Pupils will practise these techniques. Review what they have learned so far. Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>		
7	<p>To learn basic techniques to do shot put To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. Learn correct grip Learn the 8 stages of throwing a shot put:</p> <ul style="list-style-type: none"> • preliminary position • balancing position • crouch • shift • throwing position • lifting • arm strike position • release <p>Learn the 3 other techniques: sideways, step back and kick hop</p> <p>Pupils will practise these techniques. Review what they have learned so far. Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>	<p>Shot put Measuring tape GCSE PE Zone</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
8	<p>To learn basic techniques to do shot put To learn about the laws and tactics To learn how to analyse performance. Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. Learn correct grip Learn the 8 stages of throwing a shot put:</p> <ul style="list-style-type: none"> • preliminary position • balancing position • crouch • shift • throwing position • lifting • arm strike position • release <p>Learn the 3 other techniques: sideways, step back and kick hop</p> <p>Pupils will practise these techniques. Review what they have learned so far. Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>	<p>Shot put Measuring tape GCSE PE Zone</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



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9	<p>To learn how to throw a javelin correctly, safely and effectively</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p> <p>Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p>Learn the different types of grip – V grip being most suitable for beginners.</p> <p>Learn the 6 stages to correctly throw the javelin:</p> <ul style="list-style-type: none"> • approach run; carry; number of strides • withdrawal • cross over • bow position and power position • hip/arm strike • release and follow through <p>Pupils will practise these techniques.</p> <p>Review what they have learned so far.</p> <p>Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed</p> <p>Record improvements</p> <p>Warm down.</p>	<p>Javelin</p> <p>Measuring tape</p> <p>GCSE PE Zone</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
10	<p>To learn how to throw a javelin correctly, safely and effectively</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p> <p>Know how to be safe when using these apparatus</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p>Learn the different types of grip – V grip being most suitable for beginners.</p> <p>Learn the 6 stages to correctly throw the javelin:</p> <ul style="list-style-type: none"> • approach run; carry; number of strides • withdrawal • cross over • bow position and power position • hip/arm strike • release and follow through <p>Pupils will practise these techniques.</p> <p>Review what they have learned so far.</p> <p>Whilst throwing coach and pupils will interact to reinforce knowledge of the rules and tactics needed</p> <p>Record improvements</p> <p>Warm down.</p>	<p>Javelin</p> <p>Measuring tape</p> <p>GCSE PE Zone</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
	<p>To learn the basic techniques and training principles for sprints</p> <p>To learn about the laws and tactics</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p>Work on:</p> <ul style="list-style-type: none"> • reaction time 	<p>Whistle</p> <p>Stop watch</p> <p>GCSE PE Zone</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p>



11	To learn how to analyse performance Know how to be safe when using these apparatus		<ul style="list-style-type: none"> • leg power • starting techniques • running technique • speed of movement • finishing <p>Pupils will practise these techniques. Review what they have learned so far. Whilst running coach and pupils will interact to reinforce knowledge of the rules and tactics needed Record improvements Warm down.</p>		Skills Written Work Self Assessment Peer Assessment Formative assessment

The New Eccles Hall School



The New Eccles Hall School

Subject: Cricket Years 4 -11

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on batting: technique, facing position, non striking position, running between the wickets and keeping the ball on the ground. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
2	To acquire and develop skills. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on batting: hook/pull shots, drives, footwork, defensive positioning/strokes, advancing towards the ball and shots behind square. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
3	To acquire and develop skills. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Work on bowling: technique, one bounce before reaching the stumps, line and length. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
4	To acquire and develop skills To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on bowling: speed/accuracy, off/leg break, spin bowling and pace bowling. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
5	To acquire and develop skills To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on catching: hand position, catching high balls, one handed catches, reflex catches and slip catching. Pupils then practice these techniques in groups.	Bats Balls – cricket and tennis balls Stumps	Observation Listening Questioning Skills



			Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Pads Helmet Thigh Guard	Written Work Self Assessment Peer Assessment Formative assessment
6	To acquire and develop skills To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on throwing: under arm, over arm, over the stumps, hitting the stumps, consistency and relay throwing. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
7	To acquire and develop skills To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on fielding: body behind the ball, attack the ball, fielding close to the wicket, wicket keeping, diving/sliding and slip fielding. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
8	To select and apply skills, tactics and compositional ideas. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up. Work on: communication (running between wickets), apply the appropriate shot to each ball, fielding positions, bowling to your field setting and setting defensive and attacking fields. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



9	Evaluating and improving performance. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Work on: visually recognising correct technique when used, identifying incorrect technique and after a demo to be able to correct a problem. To identify individual strengths and weaknesses, comment on techniques and tactics and identify team strengths and weaknesses. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
10	Understanding and knowledge of rules of the game. To learn about the laws and tactics of the game. To learn how to analyse performance	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Warm up Work on, knowledge of all methods of dismissal, understanding of scoring and ability to umpire and demonstrate on rules and decisions. Pupils then practice these techniques in groups. Do various drills to consolidate what they have learnt Play a game. Whilst playing coach and pupils will interact to reinforce knowledge of the rules and tactics needed for the game. Warm down.	Bats Balls – cricket and tennis balls Stumps Pads Helmet Thigh Guard	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment



The New Eccles Hall School



The New Eccles Hall School

Subject: Swimming Years 4-9 Term - Summer

Week	Learning Objective	Differentiation	Activities	Resources	Assessment
1	<p>To learn to swim front crawl effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques</p> <p>Coach and pupils will interact to improve techniques</p> <p>Record times</p> <p>Warm down.</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
2	<p>To learn to swim front crawl effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p> <p>To learn how to warm up properly.</p> <p>To learn about the laws and tactics</p> <p>To learn how to analyse performance</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up.</p> <p><u>Front Crawl</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, head in line with the body • Leg Action: kick to one side, then to the vertical, then to the other side • Arm Action: enters in front of head, pulls mainly downward and backward, comes out elbow leading • Breathing: head turns to the side • Co-ordination: ideally 6 leg kick to one arm cycle, as one arm is pulling the opposite leg should kick downward <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques</p> <p>Coach and pupils will interact to improve techniques</p> <p>Record times</p> <p>Warm down.</p>	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p> <p>Life saving equipment</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Formative assessment</p>
3	<p>To learn to swim back crawl effectively</p> <p>To learn about safety</p> <p>To acquire and develop skills.</p>	<p>By outcome and teacher input.</p> <p>Differentiated activities.</p> <p>Mixed ability pairing</p>	<p>Warm up</p> <p><u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in 	<p>Pool</p> <p>Stop watch</p> <p>GCSE PE Zone</p>	<p>Observation</p> <p>Listening</p> <p>Questioning</p> <p>Skills</p> <p>Written Work</p>



	<p>To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>		<p>water</p> <ul style="list-style-type: none"> • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Life saving equipment</p>	<p>Self Assessment Peer Assessment Formative assessment</p>
4	<p>To learn to swim back crawl effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Back Stroke</u></p> <ul style="list-style-type: none"> • Body Position: horizontal, hips high, back of head in water • Leg Action: part sideways, part vertical and partly to the other side • Arm Action: bent arm action or S pull or straight arm action • Entry: little finger before the hand, in line or slightly wide of the shoulders • Propulsion: bent arm action – catch, pull, push or straight arm action • Breathing: face is not under water so should be no problem but breathe at regular intervals • Co-ordination: 6 beats of the leg with one complete arm cycle. <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
	<p>To learn to swim breaststroke effectively</p>	<p>By outcome and teacher input.</p>	<p>Warm up.</p>	<p>Pool</p>	<p>Observation</p>



5	<p>To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>Differentiated activities. Mixed ability pairing</p>	<p><u>Breaststroke</u></p> <ul style="list-style-type: none"> • Body Position: near-horizontal, slightly inclined from the head to the feet. • Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) • Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight arm pull, mainly used by beginners • Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. • Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Stop watch GCSE PE Zone Life saving equipment</p>	<p>Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
6	<p>To learn to swim breaststroke effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Breaststroke</u></p> <ul style="list-style-type: none"> • Body Position: near-horizontal, slightly inclined from the head to the feet. • Leg Action: a) narrow whip-like action or b) wide wedge-type action (not recommended) • Arm Action: continuous circling action, short glide, a) bent arm pull or b) straight arm pull, mainly used by beginners • Breathing: water should be between nose bridge and hairline, then raise to breathe. Timing of breathing: early, mid-way or late. • Co-ordination: as on action ceases the other takes over. Pull, breathe, kick, glide <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
7	<p>To learn to swim butterfly effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous 	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment</p>



			<p>upward and downward action to balance movement of arms and upper body</p> <ul style="list-style-type: none"> • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing: rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>		Peer Assessment Formative assessment
8	<p>To learn to swim butterfly effectively To learn about safety To acquire and develop skills. To learn how to warm up properly. To learn about the laws and tactics To learn how to analyse performance</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up. <u>Butterfly</u></p> <ul style="list-style-type: none"> • Body Position: as near horizontal as possible, when breathing in only raise head enough for mouth to clear the water • Leg Action: both legs move in a simultaneous upward and downward action to balance movement of arms and upper body • Arm Action: hands enter in line with shoulders, then there is the Catch and Pull-Push and then Recovery • Breathing: rapid exhalation followed by immediate inhalation • Co-ordination: 2 kicks to 1 arm cycle <p>Learn the correct starts (dive), turns and underwater action</p> <p>Pupils then practice these techniques Coach and pupils will interact to improve techniques Record times Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>
9	<p>To improve starts and turns for each stroke. Evaluating and improving performance. To learn about the laws and tactics To learn how to analyse performance To learn about safety and life saving techniques.</p>	<p>By outcome and teacher input. Differentiated activities. Mixed ability pairing</p>	<p>Warm up Work on: visually recognising correct technique when used, identifying incorrect technique and after a demo to be able to correct a problem. To identify individual strengths and weaknesses, comment on techniques and identify strengths and weaknesses.</p> <p>Work on Starts and Turns: forward starts, the stance, take off, flight and entry, tumble turns and turns in all strokes. Practise life saving techniques.</p> <p>Warm down.</p>	<p>Pool Stop watch GCSE PE Zone Life saving equipment</p>	<p>Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment</p>



10	To see how much pupils have learnt about swimming and safety, as well as how to be fit and how to analyse performance.	By outcome and teacher input. Differentiated activities. Mixed ability pairing	Pupils to write a test.	Test papers	Observation Listening Questioning Skills Written Work Self Assessment Peer Assessment Formative assessment
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