

**Teaching and Learning Content: PE**  
**Year Group: 7**  
**Spring – Individual & aesthetic sports**



<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Individual &amp; aesthetic activities (dance, gymnastics &amp; fitness)</li> </ul>	
<p><b>Key Questions:</b></p> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Identify 3 forms of travel we can use</li> <li>Describe what the perfect dish roll looks like.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>What are the 5 dance actions?</li> <li>What is a motif?</li> </ul> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>Which component of fitness does the step test measure?</li> <li>Identify 3 benefits of a warm-up.</li> <li>Explain how an Illinois agility run test is set up &amp; completed.</li> </ul>	<p style="text-align: center;"><b>Diagnosis</b></p> <ul style="list-style-type: none"> <li>Ongoing throughout the lessons addressing any incorrect techniques and decision-making choices in both isolation and competitive situations.</li> </ul>
	<p style="text-align: center;"><b>Therapy</b></p> <ul style="list-style-type: none"> <li>Incorrect technique identified and corrected throughout the unit of work.</li> <li>Scaffolding provided to build the skill from isolated practice into competitive conditions.</li> </ul>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Try their best in all lessons,</li> <li>Lead elements of a warm-up within their lessons</li> <li>Identify the use of basic skills in isolation and competitive environments and be able to complete them with some consistency.</li> <li>Use key terminology specific for each sport.</li> <li>Start to make decision which will benefit my team and be able to apply these in competitive situations.</li> <li>Demonstrate sport specific skills, with good technique most of the time.</li> <li>Shows resilience when faces with challenges.</li> <li>Support my peers and always show respect for everyone in the lesson.</li> </ul>	<p style="text-align: center;"><b>Testing</b></p> <ul style="list-style-type: none"> <li>Assessment is ongoing throughout the unit of work with final bands decided in final lesson where skills are completed both in isolated drills and competitive situations.</li> </ul>

**Teaching and Learning Content: PE**  
**Year Group: 7**  
**Spring Term – Invasion games**



<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Invasion games (football, netball, hockey, handball, rugby, basketball)</li> </ul>	
<p><b>Key Questions:</b></p> <p><b>Football:</b></p> <ul style="list-style-type: none"> <li>What part of the foot should be used for a short pass in football?</li> <li>Explain what is meant by the term jockeying.</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>List 3 rules of netball.</li> <li>Where must the first pass be made when starting play?</li> <li>Describe the first stage of defense.</li> </ul> <p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>How do you effectively stop the ball?</li> <li>Name 2 types of pass.</li> </ul> <p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>Where on a court are you not allowed to shoot?</li> <li>How many steps can you take when dribbling?</li> </ul> <p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>Explain the perfect technique for tackling rugby?</li> <li>What direction must the ball be passed?</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>What acronym gives the coaching points for a set shot in basketball?</li> <li>What body positions give us the most control over the ball?</li> </ul>	<p><b>Diagnosis</b></p> <ul style="list-style-type: none"> <li>Ongoing throughout the lessons addressing any incorrect techniques and decision-making choices in both isolation and competitive situations.</li> </ul>
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<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Lead elements of a warm-up within their lessons</li> <li>Identify the use of basic skills in isolation and competitive environments and be able to complete them with some consistency.</li> <li>Use key terminology specific for each sport.</li> <li>Start to make decision which will benefit my team and be able to apply these in competitive situations.</li> <li>Demonstrate sport specific skills, with good technique most of the time.</li> <li>Shows resilience when faces with challenges.</li> <li>Support my peers and show respect for everyone in the lesson at all times.</li> </ul>	<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>Assessment is ongoing throughout the unit of work with final bands decided in final lesson where skills are completed both in isolated drills and competitive situations.</li> </ul>