

**Teaching and Learning Content: PE**  
**Year Group: 8**  
**Spring Term – Individual & aesthetic sports**



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| <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Individual &amp; aesthetic activities (dance, gymnastics &amp; fitness)</li> </ul>  |  |
| <p><b>Home Learning:</b><br/>         Choreograph a section of a dance for a musical theatre piece of your choice.</p>   |  |
| <p><b>Key Questions:</b></p> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>What are the 3 basic shapes?</li> <li>How can weight bearing exercise strengthen our bones?</li> <li>Define the term sequence in terms of gymnastics.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>What are the 5 performance skills?</li> <li>How do the use of props and character add to a performance?</li> </ul> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>Describe some advantages and disadvantages of plyometric training</li> <li>How do we calculate heart rate max?</li> <li>What is meant by a training zone?</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 and apply them to a sequence of moves.</li> <li>Use key terminology specific for each sport.</li> <li>Demonstrate sport specific skills, with good technique most of the time.</li> <li>Explain the importance of different types of training and how they can positively impact the body.</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 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: 8**  
**Spring Term – Invasion games**



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| <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 is a 'clipped' pass?</li> <li>What parts of the body are you allowed to control the ball with?</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of timing when passing in netball.</li> <li>What is meant by man-to-man marking?</li> </ul> <p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>What body position is best for dribbling?</li> <li>What sort of shot is best when you are close to the goal?.</li> </ul> <p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>What is meant by feinting?</li> <li>How can feinting be used to overcome an opponent?</li> </ul> <p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>What is a ruck?</li> <li>What happens in a game if the ball is 'knocked on'?</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>When would be the appropriate use for an overhead pass in basketball?</li> <li>Why is rebounding a good skill to perfect?</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> <p><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>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>   |