



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Physical Education	YEAR/FORM GROUP	Year 7 Girls
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TOPIC TITLE	Handball
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TERM	1a	LENGTH	6 weeks
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Learning Overview	This term, pupils will focus on a handball scheme of work. During their first lesson of the week learning content will be taught with a focus on skill development, the second lesson of the week, pupils will apply their learning of the skill development in a competitive game play scenario. All pupils will complete a baseline screening test during their first week of term. This is designed to determine their current levels of health and fitness, as well as providing data to visualise improvement in future terms and year groups. Focus points for each week: - familiarisation with game rules and ball handling skills; - passing and shooting techniques; - attacking team play; - outwitting an opponent; - defending and goalkeeping; - set plays and the role of officials.
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Resources	
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Week	Learning Overview	Learning Objectives	Assessment/Homework
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1	Lesson 1 Fitness Screening Assessment - Power – standing broad jump. Pupils to complete two jumps, furthest jump recorded. - Speed/Acceleration – 30m sprint test. Pupils are required to accelerate from cone A to B, using a 3 point or standing start position. - Balance and mobility – overhead squat (pupils are graded on the functional movement scale) - Co-ordination – alternate hand wall toss is a test of hand-eye co-ordination, where the participant throws a ball against a wall from one hand to another in an underarm action, and attempt to catch it with the opposite hand for a duration of 30 seconds. Familiarisation with game rules and ball handling skills Make notable links to other team sports such as basketball Structure a handball specific warm up Gripping the ball Picking up and passing exercises	Understand the basic rules of handball Spot elements of various other team sports when playing handball Grip the ball correctly Pick up and pass the ball across a short distance	Verbal feedback provided on sporting skills such as gripping, pick and pass and general feedback.
2	Passing and shooting techniques	Pupils should be able to pass of their strong hand and over a range of	Verbal feedback provided on various key terms and

	Understanding of passing technique Creating passing drills Shooting exercises Contextualised passing and shooting exercises (game situations) Analysis of partner shooting/passing (role of the non-doer also opportunity for ICT use) Introducing the jump shot into an area	distances with control and accuracy, both in isolation practice and a conditioned game situation Pupils should be able to shoot at goal with some accuracy and degree of power Pupils should understand the best place to aim for when shooting to increase the likelihood of success Students should understand the rules of the jump shot and areas of the 'D' you are allowed in	concepts pertinent with the lesson such as; passing, shooting, jump shot and accuracy
3	Attacking team play Developing the fast break game (links to basketball) Completing set attacking plays showing the importance of support play and teamwork – three player weave The introduction of screening moves in order to create space for team mates	Pupils should understand the term 'screening' and its application in handball Pupils can help devise and apply set attacking plays Pupils should explain why fast play is so important in handball and the rules of the game regarding slow play	Verbal feedback provided individually or as a class as a whole regarding key terms and concepts that are important with handball and attacking team play, such as; fast break, support play, teamwork, screening, slow play
4	Outwitting an opponent Running with the ball Methods of beating an opponent individually when in possession	Pupils should be able to call upon a range of methods to outwit an opponent with or without a teammate	Verbal feedback provided individually or as a class as a whole regarding key terms and concepts that are important with handball and outwitting opponents

	Outwitting an opponent using team mate – progressive overloads 1v1, 2v2, 3v1,4v1, 3v2, 5v2 Application of these skills to a game situation	Pupils can select and apply the correct attacking options based upon the dribble situation (dribble, pass, or shoot)	
5	Defending and goalkeeping Player to player marking Half court Corner press Intercepting the pass Blocking the shot and the rules which apply to this situation Aspects of goalkeeping emphasis on making yourself as big as possible and being mobile Conditioned game – 1 for goal, 1 for interception, 1 for block on edge of area (favour good defending play)	Pupils should acknowledge the importance of defending as a team Pupils along with teammates can turn defence into attack quickly and effectively Pupils know how to best position around the area and posture to adopt when defending Pupils should understand the specific rules regarding goalkeeping and defending	Verbal feedback provided individually or as a class as a whole regarding key terms and concepts that are important when defending. Such as; marking, intercepting, blocking, goalkeeping, counter attack

6	Set plays and the role of officials and mini tournament Tactics and rules from set plays Encouraging students to try different roles such as coach and officiator Sand signals for officiators uses Apply this as an introduction to the sports education model next year	Pupils should be an effective participant in a wide range of role, not just a player Students should know a number of hand signals for officiating in handball	Assessment based lesson where teacher comments will be recorded and used for reporting cycle.



Secondary Curriculum Overview (Medium Term Plan)

SUBJECT	Core Physical Education	YEAR/FORM GROUP	Y7 Boys
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TOPIC TITLE	Football
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TERM	1a	LENGTH	6 weeks
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Learning Overview	This term a focus will be set on Football. All students will complete a baseline screening test during their first week of term. This is designed to determine their current levels of health and fitness, as well as providing data to visualise improvement in future terms and year groups. Each lesson will have a sport specific skill focus, yet rooted in a teaching games for understanding model. Students will have a focus point of each lesson, which will be delivered through conditioned gameplay. There will be a push for students to take on leadership roles in physical education lessons, as well as ensuring there is a role for the 'non-doer' where they can improve their officiating and peer coaching skills. Each sporting block will culminate in competitive game play or tournaments during the final week(s), this will be an opportunity for students to understand structured games, as well as a chance for assessment to occur.
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Week	Learning Overview	Learning Objectives	Assessment/Homework
1	Baseline fitness screening	Students should understand the basic movements required for stability and control when completing these basic	Assessment will be recorded quantitatively with feedback provided to students

	- Power – standing broad jump. Students to complete two jumps, furthest jump recorded. - Speed/Acceleration – 30m sprint test. Students are required to accelerate from cone A to B, using a 3 point or standing start position. - Balance and mobility – overhead squat (students are graded on the functional movement scale) - Co-ordination – alternate hand wall toss is a test of hand-eye co-ordination, where the participant throws a ball against a wall from one hand to another in an underarm action, and attempt to catch it with the opposite hand for a duration of 30 seconds.	screening tests. Also understanding why, they are important and how they can help improve their health and wellbeing.	depending on the quality of their fitness screening results. This data will be mapped and used for future years, allowing for visible and tangible progress to occur.
2	Running with the ball - Focus of the lesson is dribbling with the ball, looking at different techniques to use while travelling with the ball.	Students needs to learn and understand why it is important to develop technique when running with the ball. Students will understand different ways to move with the ball to outwit defenders.	Verbal feedback provided throughout
3	Controlling the ball - Focus of the lesson is controlling the ball over a variety of distance and pace.	Students are required to develop their technique from previous lessons looking at moving with the ball. Students will be required to display different techniques to ensure they keep	Verbal feedback provided throughout

		control of the ball when under pressure from a defender.	
4	Passing - Understanding and utilising different styles of passing in football short, long and through with different variants of each displayed.	Students will develop different methods and styles when passing the ball, they will then progress into gameplay and understand when the correct time in the game is to use a certain type of pass.	Verbal feedback provided throughout
5	Shooting - Understanding the different types of shot in football and varying technique with side foot and laces. - Games will be conditioned to favour attacking play.	By the end of the skill-based block students should be able to shoot using different techniques including using different parts of their foot to deceive the goalkeeper, for example using their laces for power and their side foot for control/finesse. Students will complete small sided games that are conditioned to allow for high frequency of shots, keeping in line with the teaching games for understanding model.	Verbal feedback provided throughout
6	Mini tournament - Students will also be able to have a chance at officiating and refereeing, as well as given responsibility roles within their teams.	All students will play an active role in the mini tournament, students will get a chance to umpire and/or manage their team, showing the different roles in sport.	Students will be assessed using qualitative method to allow for comments, this tournament will be a chance for students to perform prior to reporting at the end of the cycle.