

Year 8 (Intermediate) Curriculum Overview Plan: PE

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|------------------------|-----------------------|------------------------|------------------------|------------------------|
| Key Theme: | Key Theme: | Key Theme: | Key Theme: | Key Theme: | Key Theme: |
| Badminton, Rugby | Badminton, Rugby | Basketball, Fitness | Rugby Union, | Athletics, Rounders, | Athletics, Rounders, |
| Football, Gymnastics, | Football, Gymnastics, | Testing, | Orienteering, Fitness | Baseball, Cricket | Baseball, Cricket |
| Table Tennis | Table Tennis | Trampolining, Rugby, | Testing, Basketball | | |
| | | Football | | Key Concepts, | Key Concepts, |
| Key Concepts, | Key Concepts, | | Key Concepts, | Knowledge & Skills | Knowledge & Skills |
| Knowledge & Skills | Knowledge & Skills | Key Concepts, | Knowledge & Skills | to be Embedded: | to be Embedded: |
| to be Embedded: | to be Embedded: | Knowledge & Skills | to be Embedded: | Developing of core | Developing of core |
| Developing of core | Developing of core | to be Embedded: | Developing of core | skills in sports and | skills in sports and |
| skills in sports and | skills in sports and | Developing of core | skills in sports and | activities to become | activities to become |
| activities to become | activities to become | skills in sports and | activities to become | more effective in | more effective in |
| more effective in | more effective in | activities to become | more effective in | competitive | competitive |
| competitive | competitive | more effective in | competitive | situations and further | situations and further |
| situations | situations | competitive | situations. | develop techniques | develop techniques |
| Badminton – | Badminton – | situations. | Rugby Union – | in athletics to | in athletics to |
| Backhand flick and | Backhand flick and | Basketball – Ball | development of | improve techniques | improve techniques |
| underarm serving, | underarm serving, | handling, chest pass, | rucking and mauling, | Athletics – Develop | Athletics – Develop |
| forehand and | forehand and | bounce pass, | presenting ball, | progressive | progressive |
| backhand, overhead | backhand, overhead | overarm pass, | lineouts with a jump, | techniques in | techniques in |
| clear, drop shots, | clear, drop shots, | shooting under | Orienteering – map | throwing events, | throwing events, |
| perform an | perform an | pressure, effective | orientation, using key | shot putt, javelin, | shot putt, javelin, |
| endurance rally. | endurance rally. | dribbling both hands | features of a map, | discus, jumping | discus, jumping |
| Rugby League – | Rugby League – | dribbling, | using symbols to | events, long jump, | events, long jump, |
| effective passing, | effective passing, | intercepting ball, | navigate a map, | triple jump, high | triple jump, high |
| side tackling, playing | side tackling, playing | shielding the ball, | pacing | jump, efficient | jump, efficient |
| the ball, effective | the ball, effective | zonal defence | | techniques and | techniques and |



outwitting of opponents, chip kicking Football – effective control, dribbling and changing direction, passing over increased distances, intercepting and tackling, shooting with accuracy and technique Table tennis effective forehand push shot, effective serve, effective backhand push shot, perform an endurance rally Gymnastics - Basic travels, rolls, travelling, basic balances, partner balances, use of apparatus and movement, partner routines

Rules and Regulations outwitting of opponents, chip kicking Football – effective control, dribbling and changing direction, passing over increased distances, intercepting and tackling, shooting with accuracy and technique Table tennis effective forehand push shot, effective serve, effective backhand push shot, perform an endurance rally Gymnastics - Basic travels, rolls, travelling, basic balances, partner balances, use of apparatus and movement, partner

routines

practice

Leading a skill

intercepting and tackling, shooting with accuracy and technique Trampolining shapes including tuck, pike, straddle,

seat landings, twists,

Fitness Testing -

gym, long term

recording results,

understanding of

of training -

fartlek, weight

Rugby League -

effective passing,

the ball, effective

opponents, chip

outwitting of

passing over

kicking

Safety when

exercising, safety in a effects of exercise, heart rate, methods continuous, circuit, side tackling, playing Football – effective control, dribbling and changing direction, increased distances.

Basketball - Ball handling, chest pass, bounce pass, overarm pass, shooting under pressure, effective dribbling both hands dribbling, intercepting ball, shielding the ball, zonal defence Fitness Testing -Safety when exercising, safety in a gym, long term effects of exercise. recording results, understanding of heart rate, methods of training continuous, circuit, fartlek, weight

Skeletal System Q-Name the bones in the body? Q-Functions of the 3 skeleton Q-What is a joint? Q-Name 5 movement patterns at a joint?

improved times for age group for sprints, 100m, 200m, 400m, long distance, 800m, 1500m. Rounders/Cricket/Ba seball – accurate bowling techniques, accurate and consistent batting, accurate catching and throwing. effective fielding positions, effective running between bases

Scoring Systems Q-What is the scoring systems in each activity? Q-How is the activity won?

Links to Prior Learning: Linking to performance in each sport/activity from KS2 and basic core skills transferred

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| Q-What is a rule or | Q-What is a skill | progressions in front | Links to Prior | from other activities, | from other activities, |
|-------------------------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| regulation? | practice (isolation, | and back drop | Learning: | links to performance | links to performance |
| Q-Consequences of | conditioned)? | landings, basic | Linking to | out of school clubs | out of school clubs |
| rule breaks in | Q-How to plan and | routines | performance in each | | |
| different sport | deliver a skill practice | | sport/activity from | Key Assessment | Key Assessment |
| Q-Importance of | | Heart Rate | KS2 and basic core | Pieces: | Pieces: |
| rules and regulations | Links to Prior | Q-How does exercise | skills transferred | Linking to | Linking to |
| in sport | Learning: | affect HR? | from other activities, | performance in each | performance in each |
| | Linking to | Q-What is Maximum | links to performance | sport/activity from | sport/activity from |
| Links to Prior | performance in each | Heart Rate? | out of school clubs | Y7 Introductory and | Y7 Introductory and |
| Learning: | sport/activity from | Q-What are Target | | basic core skills | basic core skills |
| Linking to | Y7 Introductory and | zones – aerobic & | Key Assessment | transferred from | transferred from |
| performance in each | basic core skills | anaerobic? | Pieces: | other activities, links | other activities, links |
| sport/activity from | transferred from | | Linking to | to performance out | to performance out |
| Y7 Introductory and | other activities, links | Links to Prior | performance in each | of school clubs | of school clubs |
| basic core skills | to performance out | Learning: | sport/activity from | | |
| transferred from | of school clubs | Linking to | Y7 Introductory and | Tier 3 Vocabulary | Tier 3 Vocabulary |
| other activities, links | | performance in each | basic core skills | Vault: | Vault: |
| to performance out | | sport/activity from | transferred from | Positional, fielding, | Positional, fielding, |
| of school clubs | Key Assessment | Y7 Introductory and | other activities, links | bowling, batting, | bowling, batting, |
| | Pieces: | basic core skills | to performance out | base-running, strike, | base-running, strike, |
| | Practical Assessment | transferred from | of school clubs | rounder, wickets, | rounder, wickets, |
| Key Assessment | using KS3 assessment | other activities, links | | Over, pitcher, | Over, pitcher, |
| Pieces: | booklet, Bronze, | to performance out | Tier 3 Vocabulary | | |
| Practical Assessment | Silver, Gold, | of school clubs | Vault: | Reading Exposure: | Reading Exposure: |
| using KS3 assessment | | | Performance, outwit, | Literacy & Numeracy: | Literacy & Numeracy: |
| booklet, Bronze, | Tier 3 Vocabulary | Key Assessment | possession, rally, | Key words, oracy and | Key words, oracy and |
| Silver, Gold, | Vault: | Pieces: | service, travelling, | performance | performance |
| | Performance, outwit, | Practical Assessment | respect, bravery, | feedback. | feedback. |
| Tier 3 Vocabulary | possession, rally, | using KS3 assessment | agility, pulse-raiser, | Incorporating | Incorporating |
| Vault: | service, travelling, | | stretch, strength, | | |



Performance, outwit, possession, rally, service, travelling, respect, bravery, agility, pulse-raiser, stretch, strength, forehand, backhand, overhead, drop shot, interception, tackling

Reading Exposure:

Literacy & Numeracy: Key words, oracy and performance feedback. Incorporating numbers into specific activities.

Strategies to enable new concepts, knowledge & skills to embed in long-term memory:
Repeated practice in performance through activities, drills and modified games, Do It Now tasks to recap and recall, deeper

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booklet, Bronze, Silver, Gold,

Tier 3 Vocabulary Vault:

Performance, outwit, possession, rally, service, travelling, respect, bravery, agility, pulse-raiser, stretch, strength, pike, straddle, tuck, somersault, endurance, set shot, lay up, routine

Reading Exposure:

Literacy & Numeracy: Key words, oracy and performance feedback. Incorporating numbers into specific activities.

Strategies to enable new concepts, knowledge & skills to embed in longterm memory: endurance, orientation, orienteering,

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| understanding | Repeated practice in | |
|---------------------|------------------------|--|
| through questioning | performance through | |
| | activities, drills and | |
| | modified games, Do | |
| | It Now tasks to recap | |
| | and recall, deeper | |
| | understanding | |
| | through questioning | |