

“How do I make something aesthetically pleasing?”

PE, Year 7, Gymnastics

What previous learning am I building on?	What am I learning that is new?		
<p>At KS2 students will have learnt and be building on:</p> <ul style="list-style-type: none"> • developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • performing dances using a range of movement patterns • comparing their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> • Understand [basic shapes in gymnastics, paired and counterbalances, individual balances, rolls which leads to the gymnastics routine. • Know [definitions of fitness components such as: balance, strength, flexibility] • Be able to [Create a gymnastics/dance routine including a minimum 4 counterbalances in pairs & groups; to do forward/backward roll, head stand, handstand, cartwheel] 		
Learning Journey – lesson title and main activities			
<p>1 Basic shapes Demonstrate minimum 6 shapes linked together. To be able to define fitness components and key words: Flexibility, balance, strength, body tension.</p>			
<p>2 Paired and counterbalances Demonstrate minimum 4 counterbalances in pairs/groups (pyramids). To be able to define fitness components and key words: Flexibility, balance, strength, body tension.</p>			
<p>3 Rolls – forward Execute a proper forward roll with control and body tension. To be able to define fitness components: Flexibility, balance, strength</p>			
<p>4 Rolls – backward Execute a proper backward roll with control and body tension. To be able to define fitness components: Flexibility, balance, strength.</p>			
<p>5 Individual balances – headstand Demonstrate a proper headstand with control and body tension. To be able to define fitness components and key words: Flexibility, balance, strength, toes pointed.</p>			
<p>6 Turns/overswings - cartwheel Demonstrate cartwheel with control and body tension. To be able to define fitness components: Flexibility, balance, strength.</p>			
How will I be assessed at the end of this unit?			
Students will be assessed on their group performance against the assessment criteria			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Learning specific vocabulary and definitions: body tension, balance, strength, flexibility etc. Using this vocabulary to evaluate peer performance	Routine practice	Join gymnastics club to improve skills and fitness club to improve components of fitness needed for gymnastics.	Attend gymnastics club in TALACA and gymnastics club at WES.

“How do teamwork and understanding the rules influence success in rugby?”

PE, Year 7, Rugby

What previous learning am I building on?	What am I learning that is new?		
At KS2 students will have learnt and be building on: <ul style="list-style-type: none"> Running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	By the end of this unit, I will: <ul style="list-style-type: none"> Understand key vocabulary and concepts such as offside, tackle, ruck, pass types, support play, and game structure. Know the rules of rugby, the principles of safe tackling, and what to do when in possession or defending. Be able to pass and catch on the move, stay onside, tackle safely, ruck effectively, and apply all skills in a small-sided game. 		
Learning Journey – lesson title and main activities			
1 Pop pass & ball handling To be able to pass and catch the ball To be able to pass and catch the ball on the move Pass to a teammate in a skill game			
2 Pendulum pass, Staying onside in attack & defence (touch/tag) Explain the offside rule in attack & defence Demonstrate a legal pass to a teammate (pendulum pass) Use your knowledge of the offside rule to remain onside in a game situation			
3 Introduction to tackling State the 3 principles of a tackle. Shoulder to thigh, check to cheek, ring of steel. Demonstrate a safe tackle from knees, progressing to standing			
4 Tackling Demonstrate a tackle from standing Tackle a moving player from knees or standing Tackle a moving player in a gauntlet from standing Hold/tackle a player on a game situation			
5 Introduction to rucking Describe what to do once you have been tackled Hold onto and present the ball after being tackled in a gauntlet Use an uncontested ruck in a gauntlet			
6 Rucking Using an uncontested ruck in a game saturation Build knowledge of the rules and game speed			
7 Assessment lesson			
How will I be assessed at the end of this unit?			
You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

<p>You will learn key words from the following areas of the game as well as key game terminology.</p> <ol style="list-style-type: none"> 1. Ball handing and passing 2. Tackling 3. Rucking 4. Strategy <p>Use this vocabulary to evaluate peer performance</p>	<p>Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.</p>	<p>Watch live rugby on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Hampstead Rugby Club</p>	<p>Any PE teacher, a student in an older year group.</p>
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“Why is decision-making as important as physical skill in handball?”

PE, Year 7, Handball

What previous learning am I building on?	What am I learning that is new?
<p>At KS2 students will have learnt and be building on:</p> <ul style="list-style-type: none"> • Running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate • Apply basic principles suitable for attacking and defending <p>There is some cross over on catching technique and defensive principles from the rugby unit</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> • Understand key vocabulary such as overarm pass, jump shot, 3-step rule, piston movement, fast break, and tactical concepts like attack and defence formations • Know the rules of handball, including the 3-step rule, dribbling regulations, and when to use a free throw, penalty, or jump shot, as well as the positions on a handball team. • Be able to pass and catch while moving, dribble legally, execute various shots (including jump shots), apply team formations, and use fast breaks effectively in game situations.
Learning Journey – lesson title and main activities	
<p>1 Passing and receiving</p> <p>Demonstrate an overarm pass to a partner</p> <p>Catch the ball using 2 hands</p> <p>Progress to overarm pass the ball to a moving teammate in a game situation</p>	
<p>2 Dribbling & rules</p> <p>Demonstrate a legal dribble moving forwards</p> <p>Use a controlled dribble on the run in a game situation</p>	
<p>3 Introduction on 3 step rule</p> <p>Explain what the 3-step rule is</p> <p>Use 3 steps in game/drill to create space to outwit opponent</p>	
<p>4 Shooting/throwing & rules</p> <p>Explain the rules of a free throw, penalty and shooting</p> <p>Demonstrate correct shooting technique free throw, penalty or open shot</p> <p>Demonstrate jump shot technique into the goal crease</p> <p>Use a jump shot in a game</p>	
<p>5 Formations & rules (defence & attack)</p> <p>Describe the 6-0 defensive formation</p> <p>Apply 6-0 formation in a game situation</p> <p>Name the position of a handball team</p> <p>Demonstrate special awareness of positions on the court in a game situation</p>	
<p>6 Piston movement (attack to defence movement) & fast breaks</p> <p>Demonstrate understanding of piston movement in a drill situation</p>	

Use the piston movement as a team in a game situation in relation to positions

Organise your teams piston movement

Demonstrate an accurate long pass to a teammate

Show good timing of run and catch in a fast break drill

Use a fast break to get a shot in a game situation

7 Assessment lesson

How will I be assessed at the end of this unit?

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
<p>You will learn key works from the following areas of the game as well as key game terminology.</p> <ol style="list-style-type: none">1. Ball handing and passing2. Dribbling3. Defending4. Strategy5. Use this vocabulary to evaluate peer performance	<p>Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.</p>	<p>Watch live handball on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Islington Handball Club</p>	<p>Any PE teacher, a student in an older year group.</p>

"How can defence win games in a sport focused on scoring?"

PE, Year 7, Basketball

What previous learning am I building on?	What am I learning that is new?
<p>At KS2 students will have learnt and be building on:</p> <ul style="list-style-type: none"> Running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending <p>There are some cross over in core skills from handball.</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> Understand key vocabulary and concepts such as set shot, lay-up, triple threat position, travelling, man-to-man marking, and zonal defence Know the rules and principles of basketball, including permitted footwork, types of defence, when to use different types of passes or shots, and the advantages and disadvantages of each defensive systems. Be able to perform a range of basketball skills including set shots, lay-ups (dominant and non-dominant), dribbling, passing, and defensive techniques, and apply them effectively in competitive game situations.
Learning Journey – lesson title and main activities	
<p>1 Set shot</p> <p>Describe and explain relevant teaching points of a set shot</p> <p>Demonstrate a set shot in both isolation and during a game situation</p>	
<p>2 Footwork & basic principles (triple threat)</p> <p>Show clear understanding of rules around permitted footwork (travelling)</p> <p>Demonstrate the triple threat position during a game situation</p>	
<p>3 Passing & dribbling</p> <p>Demonstrate 2 or more different types of pass</p> <p>Know when and how to select the correct pass during a game situation</p> <p>Accurately state what makes a dribble as effective as possible, providing feedback to peers on how their dribble could be improved</p> <p>Demonstrate the ability to dribble with either one or both hands, preferably without looking at the ball, while moving</p>	
<p>4 Lay up (inc. non dominant hand)</p> <p>Describe how and when to perform a lay-up shot during a game situation</p> <p>Demonstrate a lay-up from your dominant side and attempt to perform a lay-up from the non-dominant side.</p>	
<p>5 Man to man marking</p> <p>Demonstrate the defensive stance</p> <p>Evaluate (give positive and negatives) of using man to man marking</p>	
<p>6 Zonal Marking</p> <p>Demonstrate an understanding of zonal positions in basketball</p> <p>Evaluate (give positive and negatives) of using zonal defence</p>	
<p>7 Assessment Lesson</p>	
How will I be assessed at the end of this unit?	
<p>You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.</p>	

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
<p>You will learn key works from the following areas of the game as well as key game terminology.</p> <ol style="list-style-type: none"> 1. Shooting 2. Ball handing and passing 3. Dribbling 4. Defending 6. Strategy <p>Use this vocabulary to evaluate peer performance</p>	<p>Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.</p>	<p>Watch live basketball on TV or videos on YouTube to help with your vocabulary.</p> <p>Join in with basketball club after school.</p> <p>Join a local team, the local team to WES is The Camden Knights</p>	<p>Mr Bossinga (basketball coach)</p> <p>Any PE teacher, a student in an older year group.</p>