

Subject: Physical Education	Year: 8
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**Description of learning**

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

In athletics pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.

In badminton pupils will aim to improve their individual technique. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the shuttle to land in the target area so that the opponent cannot return it. Pupil should begin to score and officiate badminton games.

Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. Pupils are able to select the most appropriate tactic to exploit space and gain an advantage. Pupils have an awareness of positional play and are able to predict the play to help them attack and defend. They have consistency when striking, passing, catching or fielding a ball. Pupil should begin to accurately umpire games. Pupils play shots within a rally more effectively and consistently.

In Gym/Dance pupils will demonstrate skills and agilities individually and in combination. Pupils will incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.

Year 8 pupils are confident leaders and understand the different personalities in their teams. They are able to empathise with others and help them when required to overcome difficulties. They remain positive in the most challenging environments and are methodical in their thought process in solving problems, where they will try a variety of steps and choose the most appropriate solution. Some pupils will take on the responsibility of officiating fixtures and playground games. Pupils will begin each term with fitness testing, where they compare previous bests.

<p>Important questions:</p> <p>Peer coaching, ‘what makes good’ questioning/demos &amp; targeted differentiated questioning). Provide opportunities for pupils to assessment own performance.</p>	<p>Bigger picture and linking:  Calendar of PEDSSA competitions.  School Games competitions  Bryanston Leadership Academy  Year 4 football competition  Officiating fixtures  First School sports day leadership  Playground leadership  School Games competitions</p>
<p>Overlearning required:</p> <p>Accurate replication of skills and techniques.</p> <p>What did you just do?  * Why did you do that?  *Did it work? Why?  * What might you change if you could do it again?  * What did they do that you might be able to use?  * How did you do compared to someone else?</p>	<p>WoW factor:  Fixures:  Football  Town sports athletics  Gymnastics tumbling  Cross Country  Rounders  Rowing  Cycling</p>
<p>How will our learning values be developed?</p> <p>Resilience - show a can do attitude, overcome adversity  Reflectiveness - AFL self and peer observation  Creativity - planning tactics/strategies  Independence - warming up and stretching</p>	<p>How will our community values be developed?</p> <p>Inclusivity - team selection, modified equipment/recources.  Respect - rules  Fairness - adapting rules/conditioned games  Honesty - how to deescalate disputes, officiating  Understanding - coaching others  Kindness - supporting others, 3 B4 me.</p>
<p>How will pupils’ numeracy be developed?</p> <p>measuring distances, scoring, collating data &amp; comparing recordings against other bests</p>	<p>How will pupils’ literacy be developed?</p> <p>Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening.  Cooperation; Working together.</p>