

Long Term Plan: Badminton

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| Y E A R 7 | BLOCK 1 | | | | BLOCK 2 | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | |
| | Setting up court, racket familiarisation skills | Short serve in isolation Rallying starting with a short serve. | Net shot in isolation. Singles games play and scoring | Assessment - focus on short serve and net shot in isolation. | High serve in isolation. Rallying starting with a high serve | Overhead Clear in isolation. Singles play - recap scoring. | Overhead Drop in isolation. Singles games play | Assessment - focus on high serve and net play in isolation. | |
| Y E A R 8 | BLOCK 3 | | | | BLOCK 4 | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | |
| | Short serve and net play in isolation/game situation. | High serve and overhead clear in isolation/game situation. | High serve and overhead drop shot in isolation/game situation. | Assessment - focus on using a combination of the shots covered in previous lessons - short serve, high serve, overhead clear and overhead drop. | Smash in isolation and then into a game situation. | Backhand play in isolation/game situation. | Shot development based on areas of weakness. | Assessment - combination of shots covered this year. | |
| Y E A R 9 | BLOCK 5 | | | | Y E A R 10 | BLOCK 6 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | | Week 1 | Week 2 | Week 3 | Week 4 |
| | Combination of shots - short serve, net shot and lift. Apply skills to game situation | Combination of shots - high serve, overhead clear and overhead drop. Apply skills to game situation. | Combination of shots - high serve, smash and block. Apply skills to game situation. | Assessment - a combination of shots and use in a singles game. | | Attacking play in a game- focus on attacking shots and tactics which can be applied. | Defensive play in a game - focus on defensive shots and tactics which can be applied | Officiating and rules. Students to umpire a singles game. | Assessment - application of skills in a singles game and officiating. |

Long Term Plan: Dance

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| Y E A R 7 | BLOCK 1 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| | Cheerleading: Basic cheerleading stances Basic Cheerleading arm actions | .Cheerleading: Assisted Jumps Practise a sequence of actions Develop routine by incorporating the choreographic devices (unison, canon) and different formations. | Cheerleading: Stunts - practise and then choose 2 to incorporate into dance. Continue to develop use of choreographic devices (mirroring, matching, directions and levels) and different formations. | Cheerleading: Practise cheerleading sequence ensuring it includes all elements. Assessment - perform cheerleading routine and evaluate peers routine. |
| Y E A R 8 | BLOCK 2 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| | Street Dance: Introduce theme of graffiti/street dance. Develop start of routine to include walk, greeting and spray painting of initials. | Street Dance: Practise set routine of street dance and add to start of routine. Develop routine by incorporating choreographic devices and different formations. | Street Dance: In groups create a section of street dance to include in the routine using the choreographic devices and different formations. | Street Dance Practise street dance sequence of movement ensuring it includes all elements. Assessment - perform street dance routine and evaluate peer routine. |
| Y E A R 9 | BLOCK 3 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| | Musical Theatre Explore what is musical theatre Introduce relationships between dancer and prop | Musical Theatre Introduce hats/canes | Musical Theatre Develop dance in the style of musical theatre focusing on rhythm using choreographic devices and the lyrics to tell a story. | Musical Theatre Practise musical theatre sequence of movement ensuring it includes all elements. |

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| | Produce start of dance using a chair as a prop. | Develop sequence of movement using all props - chair, hats and canes. | | Assessment - perform musical theatre routine and evaluate peer routine. |
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Long Term Plan: Fitness

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| Y E A R 7 | BLOCK 1 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| | Fitness testing - hand wall toss, sit up test, stork test, sit and reach test. | Short term-effects of exercise through an aerobic circuit. Monitor heart rates during an aerobic circuit. | Circuits focus on - muscular endurance - skill | Circuit - mixture of cardio, muscular endurance and skill tasks Complete fitness tests again. |
| Y E A R 8 | BLOCK 2 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 |
| | Fitness testing - 12 min run, sprint test, sit-ups and plank. | Circuit training focus on - muscular endurance - aerobic | Interval training session Fartlek training session | Circuit - mixture of cardio, muscular endurance and skill tasks. Complete fitness tests again. |
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| E A R 9 | Week 1 | Week 2 | Week 3 | Week 4 |
| | <p>Induction to the fitness suite and complete all necessary paperwork.</p> <p>Students to demonstrate being able to use each piece of equipment independently.</p> | <p>Cardiovascular Endurance</p> <p>Explain the short term/long term-effects of exercise on the body.</p> | Heart rates and aerobic target zones | <p>Muscular Endurance/Strength</p> <p>Use of sets/reps</p> |
| BLOCK 4 | | | | |
| Y E A R 1 0 | Week 1 | Week 2 | Week 3 | Week 4 |
| | <p>Induction to the fitness suite and complete all necessary paperwork.</p> <p>Students to set themselves 3 targets for the block of work.</p> | <p>Students to produce their own individual training programme based on their targets.</p> <p>Introduce FITT principle into programme</p> <p>Frequency - how often you train</p> <p>Intensity - how hard you train</p> <p>Time - how long you train</p> <p>Type - how specific your training should be</p> | Continue to develop fitness programme with focus on specificity | <p>Continue to develop fitness programme. Discuss the term reversibility.</p> <p>Evaluate fitness programme.</p> |

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| Y E A R 7 | BLOCK 1 | | | | BLOCK 2 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | Passing in isolated practice | Dribbling in isolated practice | Shooting in isolated practice | Assessment - focus on passing, dribbling and shooting in isolated practice | Jockeying in an isolated skill. | maintaining possession in a 1v1 situation as isolated practice | Creating space in isolated practice. | Assessment - focus on jockeying and maintaining possession |
| Y E A R 8 | BLOCK 3 | | | | BLOCK 4 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | Passing in isolation/conditioned game. | Dribbling in isolation/conditioned game. | Shooting in isolation/conditioned game. | Assessment - focus on using a combination of the skills covered in previous lessons - passing, dribbling, shooting | Jockeying in an isolated practice/conditioned game | Maintaining possession in a 1v1 situation as isolated practice/conditioned game | Creating space in isolated practice/conditioned game | Assessment - combination of skills covered this year. |
| Y E A R 9 | BLOCK 5 | | | | BLOCK 6 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 1 | Week 2 | Week 3 | Week 4 |
| | Combination of skills - Passing, dribbling and shooting. | Combination of skills - jockeying, maintaining possession | Combination of skills applied to a conditioned game | Assessment - apply a range of skills depending on position in a full rules match | skills needed in possession - focus on skills that need to be applied whilst having | Skills needed out of possession - focus on skills that need to be applied whilst dispossessed. | Officiating and rules. Students to referee a game. | Assessment - application of skills in a match and officiating |

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| | Apply skills to game situation | and creating space. Apply skills to game situation. | | | R 1 0 | possession of the ball | | | |
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Long Term Plan: Netball

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| Y E A R 7 | BLOCK 1 | | | | BLOCK 2 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | Passing and receiving Footwork Pivoting | Positioning on court, applying them to performance in isolation and a modified game situation. | Shooting Basic rules in netball, applying them to performance in isolation and a modified game situation. | Assessment - games with a focus on passing, receiving, footwork and shooting | Recall of passing, footwork and pivoting and positioning (where you can go, where to stand on centre pass) | Sprint dodge Feint dodge | Defending Marking in isolation and a game | Assessment - focus on the skills covered and the positions of the game. |
| Y E A R 8 | BLOCK 3 | | | | BLOCK 4 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| | Passing and receiving Footwork and pivoting | Positioning on court, applying them to performance in isolation and a modified game situation. Shooting | Sprint dodge Feint dodge | Assessment - focus on using a combination of the skills covered in previous lessons - positions, footwork, shooting, where to stand on the centre pass, sprint and feint dodge. | Defending Marking Why is it important to stay with player. | Back line passes Holding space on the edge of the circle. Taking centre pass | Correct passes at the correct time. Improve weakest skill Use of tactics | Assessment - combination of skills, techniques and tactics in a game covered this year. | |
| Y E A R 9 | BLOCK 5 | | | | Y E A R 1 0 | BLOCK 6 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | | Week 1 | Week 2 | Week 3 | Week 4 |
| | Footwork, pivoting, indication | Moving into and passing the ball into a space Applying the rules and tactics to a games | Defending and marking Apply skills to game situation. | Assessment - a variety of skills learnt in previous years. | | Dodging Positioning on the court Apply knowledge of skills to game situation | Defending and marking Apply skills to game situation. | Use of tactics in the game Taking on the role of umpire or captain Apply skills to game situation. | Assessment - application of skills in a game and officiating. |

Long Term Plan: Rugby

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| Y E A R | BLOCK 1 | | | | BLOCK 2 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |

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| 7 | Introduction to Rugby - Health and safety rules | Tackling in static isolated skill | Tackling in dynamic isolated skill | Assessment - focus on tackling in isolated practice. | Passing in an isolated skill. | Passing (offside/onside) in isolated skill | Passing in a line in isolated practice | Assessment - focus on passing. |
| Y E A R 8 | BLOCK 3 | | | | BLOCK 4 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | Tackling in isolation/conditioned game. | Tackling in pairs in isolation/conditioned game. | Passing in isolation/conditioned game. | Assessment - focus on using a combination of the skills covered in previous lessons - passing, tackling. | Dummying in isolation/conditioned game | Line breaks in isolation/conditioned game | Creating space in isolated practice/conditioned game | Assessment - combination of skills covered this year. |
| Y E A R 9 | BLOCK 5 | | | | BLOCK 6 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 1 | Week 2 | Week 3 | Week 4 |
| | Combination of skills - Passing, tackling. Apply skills to game situation | Combination of skills - Dummying and creating space. Apply skills to game situation. | Combination of skills applied to a conditioned game | Assessment - apply a range of skills depending on position in a full rules match | skills needed in possession - focus on skills that need to be applied whilst having possession of the ball | Skills needed out of possession - focus on skills that need to be applied whilst dispossessed. | Officiating and rules. Students to referee a game. | Assessment - application of skills in a match and officiating |
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