



Subject	Year	Term
Physical Education	7	1
Topic		
Baseline Assessment Through Invasion Games		
Content (Intent)		
Prior Learning (Topic)      KS2 (Primary National Curriculum)		
<b>Practically</b>		
<ol style="list-style-type: none"> <li>1. Invasion Games – Baseline assessment of core skills through the use of invasion games and isolated, small sided practices.</li> <li>2. Outwitting an opponent - Students will develop the ability to outwit opponents.</li> </ol>		
<b>Theory</b>		
<ol style="list-style-type: none"> <li>1. Introduce the students to the importance of warming up/cooling down properly</li> </ol>		
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Future Learning (Topic)      Developing Games		
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Students will begin to develop the skills necessary to outwit opponents. Basic skills will be developed through small sided games and conditional situations.</p> <p><u>Boys</u> Developing the Principles of Games in Rugby / Football / netball/handball</p> <p><u>Girls</u> Developing the Principles of Games in Netball / Hockey/ football/handball</p> <p>Students to learn how to safely take part in physical activity, providing examples of key components of a warm up / cool down through cross country running and the invasion games covered</p>	<p><b>Assessment 1</b> Students will be assessed on their functional skills over the 7-week block of work using the invasion games and isolated/small sided situations.</p> <p><b>Assessment 2</b> Continued assessment through appreciation, interpretation, analysis, judgement and evaluation of performance and understanding. These judgements will be used to inform ongoing teaching and learning.</p>	
How can parents help at home?		
Research rules and regulations of the sports covered with their children.		
Helpful further reading/discussion (including Reading and Vocabulary Lists)		
<p><b>Reading</b></p>	<p><b>Vocabulary Lists</b></p> <ul style="list-style-type: none"> <li>Role</li> <li>Approach</li> <li>Create</li> <li>Similar</li> <li>Individual</li> </ul>	