



Key Stage 3 Framework for Learning Year 8 2018-2019: Creative Foundations



Curriculum Area:

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Rugby –</p> <ul style="list-style-type: none"> Choose, combine and perform passing, tackling and moving skills more fluently, consistently and with greater accuracy in order to outwit opposition. Analyse performance to influence and improve their own play. Introduce scrummage and line outs as phases of play Peer observation and evaluation. Suggest a area for improvement. (Peer coaching, ‘what makes good’ questioning/demos & targeted differentiated questioning). <p>Netball –</p> <ul style="list-style-type: none"> Learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Further develop the skills necessary to outwit. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. To identify and recognise similarities in principles of attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. <p>Badminton –</p> <ul style="list-style-type: none"> Replicate strokes and shots with control and accuracy : Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Will create new defensive and attacking strategies to improve their performance – front and back and side to side strategies will be introduced. Be able to recognise the importance of responding to changing situations within the game in attack and defence 		<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Table Tennis–</p> <ul style="list-style-type: none"> Correct grip recap for Forehand & Backhand and service rules. Develop the skills necessary to outwit opponents. FH & BH drive, FH & BH chop, Short and long FH & BH serve with chop and topspin and loop shot. Use basic principles of play when selecting defensive loop shot and attacking FH topspin. Outwitting an opponent will be developed through conditioned and/or short points score games. <p>Basketball –</p> <ul style="list-style-type: none"> Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from a analysis of performance to influence and improve them. Peer coaching, ‘what makes good’ questioning/demos & targeted questioning). <p>Gymnastics / Trampolineing</p> <ul style="list-style-type: none"> Transference of basic shapes, twists and turns from Year 7 gymnastics combined with introductory jumping, landing and control skills in trampolining. Introduce safety and equipment of trampolining. Explore sequences and routines with a focus on timing and control. Skills that include the basic ones outlined in isolation and combined with swivel hips, front drop, back drop. Creation of a 3, 5 and 10 bounce routine. Explore methods of flight and using apparatus to extend 		<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Athletics –</p> <ul style="list-style-type: none"> Power/Speed/execution become the Individual focus on events through selection and assessment – Develop athletic skills and accurately replicate techniques to achieve personal success in specific events. Further develop the skills of sprinting, sustained running, jumping and throwing concentrating on accurate technique to ensure sprinting style is using energy correctly, throwing arm is at high release and take off foot is used in the next phase of the jump. Should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Describe the elements of an effective running, jumping & throwing style. will develop the skills necessary to compete and achieve in a number of athletic events. Gain knowledge of the nature of a athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. <p>Striking and fielding -</p> <ul style="list-style-type: none"> Focus on more advance batting, bowling and fielding skills to be able to influence games, teams and individuals. Use of video analysis and the GCSE specification to identify what will be expected in Year 9. Specific focus on using effective skills to outwit and think with tactics to score / get them out. Learn to use basic principles of play when selecting and applying tactics to produce a successful. Batting technique and shot selection, bowling and fielding will be developed through games and 	
	ELE – 1 Day:		ELE – 1 Day:		ELE – 3 Days	



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	<ul style="list-style-type: none"> Constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. <p>Football –</p> <ul style="list-style-type: none"> To perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot. understand when to defend and how to stop opponents from advancing. 	<p>skills and practice movement onto and off a apparatus</p> <p>Handball-</p> <ul style="list-style-type: none"> Develop passing skills to attempt to outwit opponents and keep possession. Running with the ball, and shooting and defending will be developed through small sided games and conditional situations. Select and apply basic tactics for defending and attacking. Outwitting and opponent will be developed through small sided games and conditional situations. <p>Fitness –</p> <ul style="list-style-type: none"> Perform and develop knowledge of fitness activities and develop an understanding of correct techniques. Focus on pacing and rhythm. Understanding that different activities demand different components of fitness and identifying their importance. Should be able to describe the elements of an effective technique in a circuit and continuous training. 	<p>conditional situations.</p> <ul style="list-style-type: none"> Develop observation skills on peer performances, skills and techniques. To extend knowledge of laws and umpire signals. Encouraged to evaluate matches and how they outwit opponents and reasons for this. To develop mental capacity when scoring and calculating run rates and remaining runs. 				
<p>Skills</p>	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse techniques. Passing, shooting, tackling, ball control/ ball handling, bowling, serving, overhead, clears, forehand, backhand, spin.</p> <p>Students select and combine skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game. Leader- Will be able to lead a warm-up activity</p>	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They consistently show precision, control, fluency. They show that they can use their knowledge of tactics and strategies to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions. Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities. Leader- Will be able to lead a warm-up activity appropriate to the activity. Acquire, develop, refine, create, identify, evaluate, analyse.</p>	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They analyse and comment on techniques Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game.. Leader- Will be able to lead a warm-up activity Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities. Leader- Will be able to lead a warm-up activity for athletics and strike & field events Acquire, develop, refine, create, identify, evaluate, analyse.</p>				
<p>Assessments</p>	<table border="0"> <tr> <td data-bbox="262 1133 525 1611"> <p>Marking Point 1 <i>Practical Assessment Activity 1 or 2 (depending on rotation order)</i></p> <p>Boys: Activity 1: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 2: Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and tackling & rucking</p> <p>Girls: Activity 1: Netball- movement into space, passing on the move, shooting under pressure, defending and marking</p> </td> <td data-bbox="525 1133 793 1611"> <p>Marking Point 3 <i>Practical Assessment Activity 3 or 4 (depending on rotation order)</i></p> <p>Boys: Activity 3: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure Activity 4: Handball- developing fluent travel, passing at speed, shooting under pressure, defensive blocking</p> <p>Girls: Activity 3: Rugby- Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and</p> </td> </tr> </table>	<p>Marking Point 1 <i>Practical Assessment Activity 1 or 2 (depending on rotation order)</i></p> <p>Boys: Activity 1: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 2: Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and tackling & rucking</p> <p>Girls: Activity 1: Netball- movement into space, passing on the move, shooting under pressure, defending and marking</p>	<p>Marking Point 3 <i>Practical Assessment Activity 3 or 4 (depending on rotation order)</i></p> <p>Boys: Activity 3: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure Activity 4: Handball- developing fluent travel, passing at speed, shooting under pressure, defensive blocking</p> <p>Girls: Activity 3: Rugby- Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and</p>	<p>Marking Point 6 <i>Practical Assessment Activity 5 or 6 (depending on rotation order)</i></p> <p>Boys: Activity 5: Table Tennis- developing high & low flick serve, developing serve with spin, forehand top spin, forehand chop, backhand topspin, backhand chop Activity 6: Fitness- developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Girls: Activity 5: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 6: Basketball- developing dribbling with both</p>	<p>Marking Point 8 <i>Practical Assessment Activity 7</i></p> <p>Boys: Activity 7: Badminton- developing high & low flick serve, overhead clear & drop shot, net drop shot & net kill, smash</p> <p>Girls: Activity 7: Aerobics- developing knowledge, technique, timing, developing routines</p> <p>Marking Point 9 <i>Written Progress Test on influences which affect participation in physical activity and different body types.</i></p> <p>Additional Assessment <i>Autumn 1 Online Home Learning</i></p>	<p>Marking Point 10 <i>Practical Assessment Activity 8 or 9 (depending on rotation order)</i></p> <p>Boys: Activity 5: Cricket- developing knowledge of rules, throwing & catching techniques, bowling length, batting, long barrier, retrieving a ball Activity 6: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start & running technique.</p> <p>Girls: Activity 5: Athletics (Field Events)- developing fosby flop high jump, long jump run-up, take off & landing, Shot putt throw. Activity 6: Rounders- developing,</p>	<p>Marking Point 12 <i>Practical Assessment Activity 10</i></p> <p>Boys: Activity 10: Athletics (Field Events)- developing fosby flop high jump, long jump run-up, take off & landing, Shot putt throw.</p> <p>Girls Activity 10: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start & running technique.</p> <p>Marking Point 13 <i>Summer Progress Test Assessment on GCSE Theory-</i></p>
<p>Marking Point 1 <i>Practical Assessment Activity 1 or 2 (depending on rotation order)</i></p> <p>Boys: Activity 1: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 2: Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and tackling & rucking</p> <p>Girls: Activity 1: Netball- movement into space, passing on the move, shooting under pressure, defending and marking</p>	<p>Marking Point 3 <i>Practical Assessment Activity 3 or 4 (depending on rotation order)</i></p> <p>Boys: Activity 3: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure Activity 4: Handball- developing fluent travel, passing at speed, shooting under pressure, defensive blocking</p> <p>Girls: Activity 3: Rugby- Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and</p>						












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	<p>Activity 2: Badminton- developing high & low flick serve, overhead clear & drop shot, net drop shot & net kill, smash</p> <p>Marking Point 2 Practical Assessment in Activity 1 or 2</p> <p>Boys: Activity 1: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 2: Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and tackling & rucking</p> <p>Girls: Activity 1: Netball- movement into space, passing on the move, shooting under pressure, defending and marking Activity 2: Badminton- developing high & low flick serve, overhead clear & drop shot, net drop shot & net kill, smash</p> <p>Additional Assessment Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>tackling & rucking Activity 4: Fitness- developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Marking Point 4 Practical Assessment in Activity 3 or 4</p> <p>Boys: Activity 3: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure Activity 4: Handball- developing fluent travel, passing at speed, shooting under pressure, defensive blocking</p> <p>Girls: Activity 3: Rugby- Rugby- developing grip, evading to outwit an opponent, passing in front of teammate and tackling & rucking Activity 4: Fitness- developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Marking Point 5 Autumn Progress Test on benefits of participating in physical activity and what is a healthy balanced diet and what does it consist of.</p> <p>Additional Assessment Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>hands, passing on the move, shooting under pressure, lay-ups under pressure</p> <p>Marking Point 7 Practical Assessment in Activity 5 or 6</p> <p>Boys Activity 5: Table Tennis- developing serve with spin, forehand top spin, forehand chop, backhand topspin, backhand chop Activity 6: Fitness- developing knowledge & understanding of continuous, circuit, interval and fartlek training methods</p> <p>Girls: Activity 5: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space Activity 6: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure</p> <p>Additional Assessment Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Task 3 Topic Test on influences which affect participation in physical activity.</p>	<p>bowling with spin, batting, long barrier, retrieving a ball</p> <p>Marking Point 7 Practical Assessment in Activity 1 or 2</p> <p>Boys: Activity 5 Cricket- developing knowledge of rules, throwing & catching techniques, bowling length, batting, long barrier, retrieving a ball Activity 6: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start & running technique.</p> <p>Girls: Activity 5: Athletics (Field Events) developing fosby flop high jump, long jump run-up, take off & landing, Shot putt throw. Activity 6: Rounders- developing knowledge of rules, bowling with spin, batting, long barrier, retrieving a ball</p> <p>Additional Assessment Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>developing knowledge & understanding of components of health & skill-related fitness, training methods, healthy active lifestyles and influences on participation.</p>
<p>Cultural Enrichment</p>	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton</p>	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships</p>	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships</p>			



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	<p>& West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm Sale Sharks RUFC- AJ Bell Stadium</p>	<p>Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>	<p>Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>			
<p>Character</p>	<p>LEADERSHIP</p>		<p>INITIATIVE</p>		<p>RESILIENCE</p>	
	<p> QoFS – Optimism Independent task selection or reshaping & adapting tasks within groups (use of S.T.E.P. process where you vary Size/ Task/ Equipment or People roles or numbers).</p>	<p> QoFS – Empathy Speaking & Listening-Sensitive communication to provide positive and constructive peer feedback and support based on performance.</p>	<p>  QoFS – Creativity & Curiosity Motivation to carry out fitness tests and training methods. Gymnastics Demonstrating and exploring creativity within gymnastic balances, sequences or routines. Exploring chosen technique in a variety of scenarios in Basketball, Handball, Hockey</p>	<p>  QoFS – Responsibility & Reflection Take responsibility as an independent learner and a role within a team. Reflect on their Doodle performance tracker, their task, exam performance and re-assess their areas of improvement</p>	<p>  QoFS – Practice & Resiliency To strive to achieve target grade or to complete tasks despite setback or failure on the way. To overcome losing or being outwitted. Practice technique and skills with full engagement and creativity</p>	<p> QoFS – Motivation Motivation to carry out fitness tests and training methods. Gymnastics Demonstrating and exploring creativity within gymnastic balances, sequences or routines.</p>



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<p>Character</p>	 <p>QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	<p>–</p>  <p>QofS Empathy Empathise with people who do not exercise and the difficult lifestyle they are leading.</p>	  <p>QofS – Creativity & Curiosity Creativity: Creating own personal exercise programme</p>	  <p>QofS – Responsibility & Reflection Self-Responsibility: Taking ownership of own personal fitness level/ physical activity readiness</p>	  <p>QofS – Practice & Resiliency Practice exercising respond positively to setbacks in your fitness plan.</p>
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