

Physical Education

Handball

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Self and Peer assessment tasks during lessons.</p> <p>End of topic summative assessment reflection from student and assessment from teacher.</p>	<p>Regular use of Tier 2 and 3 vocabulary.</p> <p>Key words on board every lesson.</p> <p>Homework tasks of rules and regulations made by governing body.</p>	<p>Opportunities to lead others.</p> <p>Different role opportunities in the lesson such as official, coach, player.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 Handball Scheme of Learning

Prior Learning: The majority of pupils will have little or no experience of Handball

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Functional Motor Skills

- SAQ Ladders
- SAQ Hurdles
- Footwork drills

Where necessary focus on:

- manipulation skills, such as throwing catching, 'keepy ups' using hands

Warm Up/Skill Games

- 1v1 differentiated targets
- Catching (two hands)
- Hand eye coordination games

Catching Skills

- At a variety of heights
- Stationary
- On the move
- From a bounce
- Jumping

Catching/ shot stopping (two handed goalkeeper only)

- At a variety of heights
- Stationary
- On the move

Position of catching the ball

- Frontal
- Sideways

Dribbling with dominant hand

Passing

- Standing
- Running

Shooting

- Shot in place

Offensive and defensive movement

- Fainting a pass

Rules, Tactics and Strategies

- Tactics
- Basic attacking principles
- Basic defending principles
- Teaching points
- How to move
- When to move
- Where to move
- Basic attacking principles and shots
- Basic defending principles and shots

Rules of the Game

- A team cannot keep possession of the ball without attempting to attack.
- A match begins with both teams in their own half.
- A goal can be scored from any type of throw.
- A player can run with the ball for three steps maximum.
- A player can hold a ball for up to three seconds maximum.
- A player can continuously dribble, providing they bounce the ball.
- A player can take three steps maximum before and after dribbling (no 'double dribble').
- Players are not permitted to pull, hit or punch the ball out of the hands of an opponent.
- Players cannot make contact with the ball below the knee.
- Players cannot dive on the floor to regain a loose ball.
- A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit.
- All opposing players must stay 3 m away from the throw-in.

Healthy Participation

Please see healthy participation SOL

Year 7 Handball Scheme of Learning

<p>Risk Assessment</p> <p>Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely</p>	<p>Resources</p> <ul style="list-style-type: none"> • Balls • Cones • Nets • hoops
<p>Language for Learning/Key Words/Vocabulary</p> <p><i>In addition to the key words and terms documented within the 3 Pillars of Progress.</i></p> <ul style="list-style-type: none"> • tactics and techniques, eg <i>Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • solve a problem, consider alternatives, structure plans and organise group activity 	<p>Assessment Methods</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice <p>Summative Assessment</p> <ul style="list-style-type: none"> • Data collect, school report, summative assessment
<p>Differentiation - SEN/G&T</p> <p>All lessons start with badminton related warm-up and re-cap work of previous lesson. Make learning as active as possible Give opportunities to plan tactics & strategies Research rules on internet Tasks set to cater for levels of ability Distance from target Size of practice area Size of target</p>	<p>Extension and Enrichment</p> <ul style="list-style-type: none"> • Take part in afterschool Handball Club • Opportunities for intra and inter school competition • Play regularly outside of school • Watch handball coaching sessions on YouTube • Watch handball matches on YouTube
<p>Numeracy</p> <p>Scoring games, scoring competitive drills, refereeing, managing tournament points etc.</p>	<p>ICT</p> <p>iPads, YouTube, Video Analysis</p>

Year 8 Handball Scheme of Learning

Prior Learning: Pupils will have prior knowledge and skills from Year 7

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence	Tactics and Strategies	Healthy Participation
<p>Functional Motor Skills</p> <ul style="list-style-type: none"> SAQ Ladders SAQ Hurdles Footwork drills <p>Where necessary focus on:</p> <ul style="list-style-type: none"> manipulation skills, such as throwing catching, 'keepy ups' using hands <p>Warm Up/Skill Games</p> <ul style="list-style-type: none"> 1v1 differentiated targets Catching (two hands) Hand eye coordination games <p>Catching Skills</p> <ul style="list-style-type: none"> At a variety of heights Stationary On the move From a bounce Jumping Body in correct position in reflection to the shooter <p>Catching/ shot stopping (two handed goalkeeper only)</p> <ul style="list-style-type: none"> At a variety of heights Stationary On the move 	<p>Position of catching the ball</p> <ul style="list-style-type: none"> Frontal Sideways <p>Dribbling with dominant hand</p> <p>Passing</p> <ul style="list-style-type: none"> Standing Running <p>Shooting</p> <ul style="list-style-type: none"> Shot in place Shot on the move <p>Offensive and defensive movement</p> <ul style="list-style-type: none"> Fainting a pass Fainting a shot Fainting with the body <p>Rules of the Game</p> <ul style="list-style-type: none"> A team cannot keep possession of the ball without attempting to attack. A match begins with both teams in their own half. A goal can be scored from any type of throw. A player can run with the ball for three steps maximum. A player can hold a ball for up to three seconds maximum. A player can continuously dribble, providing they bounce the ball. A player can take three steps maximum before and after dribbling (no 'double dribble'). Players are not permitted to pull, hit or punch the ball out of the hands of an opponent. Players cannot make contact with the ball below the knee. Players cannot dive on the floor to regain a loose ball. A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit. All opposing players must stay 3 m away from the throw-in. 	<p>Healthy Participation</p> <p>Please see healthy participation SOL</p>

Year 8 Handball Scheme of Learning

Risk Assessment

Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely

Resources

- Balls
- Cones
- Nets
- hoops

Language for Learning/Key Words/Vocabulary

In addition to the key words and terms documented within the 3 Pillars of Progress.

- tactics and techniques, eg *Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Assessment Methods

Formative Assessment

- I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice

Summative Assessment

- Data collect, school report, summative assessment

Differentiation - SEN/G&T

All lessons start with badminton related warm-up and re-cap work of previous lesson.

Make learning as active as possible

Give opportunities to plan tactics & strategies

Research rules on internet

Tasks set to cater for levels of ability

Distance from target

Size of practice area

Size of target

Extension and Enrichment

- Take part in afterschool Handball Club
- Opportunities for intra and inter school competition
- Play regularly outside of school
- Watch handball coaching sessions on YouTube
- Watch handball matches on YouTube

Numeracy

Scoring games, scoring competitive drills, refereeing, managing tournament points etc.

ICT

iPads, YouTube, Video Analysis

Prior Learning: Pupils will have prior knowledge and skills from Year 8

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to

3 Pillars of Progress

Motor Competence

<p>Warm Up/Skill Games</p> <ul style="list-style-type: none"> • 1v1 differentiated targets • Catching (two hands) • Hand eye coordination games • 2 v 2 games <p>Advanced skills</p> <p>Catching Skills (one handed assisted on both sides)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary • On the move • From a bounce • Jumping • Body in correct position in reflection to the shooter <p>Catching/ shot stopping (one handed assisted on both sides, goalkeeper only)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary • On the move • Body in the correct position in relation to shooter 	<p>Position of catching the ball</p> <ul style="list-style-type: none"> • Frontal • Sideways <p>Dribbling with either/ both hands</p> <p>Passing</p> <ul style="list-style-type: none"> • Standing • Running • Jump pass <p>Shooting (as appropriate to you position)</p> <ul style="list-style-type: none"> • Vertical Jump shot • Striding/ jump shot • Shot whilst falling <p>Offensive and defensive movement</p> <ul style="list-style-type: none"> • Stealing the ball • Screening an opponent without the ball • Screening an opponent with the ball • Tackling
--	---

Decision making and tactical awareness:

- When to pass/shoot/dribble
 - Where to pass/shoot/dribble
 - Which pass to make
 - Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking, zonal marking
 - Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
 - Awareness of the rules and regulations of the game and their application (including refereeing signals)
 - Positioning and organisation at defensive set pieces, communication
- Rules of the Game**
- A team cannot keep possession of the ball without attempting to attack.
 - A match begins with both teams in their own half.
 - A goal can be scored from any type of throw.
 - A player can run with the ball for three steps maximum.
 - A player can hold a ball for up to three seconds maximum.
 - A player can continuously dribble, providing they bounce the ball.
 - A player can take three steps maximum before and after dribbling (no 'double dribble').
 - Players are not permitted to pull, hit or punch the ball out of the hands of an opponent.
 - Players cannot make contact with the ball below the knee.
 - Players cannot dive on the floor to regain a loose ball.
 - A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit.
 - All opposing players must stay 3 m away from the throw-in.

Healthy Participation

Please see Healthy Participant SOL

Year 9 Handball Scheme of Learning

Risk Assessment

Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely

Resources

- Balls
- Cones
- Nets
- hoops

Language for Learning/Key Words/Vocabulary

In addition to the key words and terms documented within the 3 Pillars of Progress.

- tactics and techniques, eg *Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Assessment Methods

Formative Assessment

- I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-ass

Summative Assessment

- Data collect, school report, summative assessment

Differentiation - SEN/G&T

All lessons start with badminton related warm-up and re-cap work of previous lesson.

Make learning as active as possible

Give opportunities to plan tactics & strategies

Research rules on internet

Tasks set to cater for levels of ability

Distance from target

Size of practice area

Size of target

Extension and Enrichment

- Take part in afterschool Handball Club
- Opportunities for intra and inter school competition
- Play regularly outside of school
- Watch handball coaching sessions on YouTube
- Watch handball matches on YouTube

Numeracy

Scoring games, scoring competitive drills, refereeing, managing tournament points etc.

ICT

iPads, YouTube, Video Analysis

Year 10/11 Handball Scheme of Learning

Prior Learning: Pupils will have prior knowledge and skills from Year 9

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm Up/Skill Games

- 1v1 differentiated targets
- Catching (two hands)
- Hand eye coordination games
- 2 v 2 games

Advanced skills

Catching Skills (one handed assisted on both sides)

- At a variety of heights
- Stationary
- On the move
- From a bounce
- Jumping
- Body in correct position in reflection to the shooter

Catching/ shot stopping (one handed assisted on both sides, goalkeeper only)

- At a variety of heights
- Stationary
- On the move
- Body in the correct position in relation to shooter

Position of catching the ball

- Frontal
- Sideways

Dribbling with either/ both hands

Passing

- Standing
- Running
- Jump pass

Shooting (as appropriate to you position)

- Vertical Jump shot
- Striding/ jump shot
- Shot whilst falling

Offensive and defensive movement

- Stealing the ball
- Screening an opponent without the ball
- Screening an opponent with the ball
- Tackling

Game play

Competition Tournament

Decision making and tactical awareness:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Attacking positioning on the field
- Defensive positioning on the field
- Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication
- **Rules of the Game**
- A team cannot keep possession of the ball without attempting to attack.
- A match begins with both teams in their own half.
- A goal can be scored from any type of throw.
- A player can run with the ball for three steps maximum.
- A player can hold a ball for up to three seconds maximum.
- A player can continuously dribble, providing they bounce the ball.
- A player can take three steps maximum before and after dribbling (no 'double dribble').
- Players are not permitted to pull, hit or punch the ball out of the hands of an opponent.
- Players cannot make contact with the ball below the knee.
- Players cannot dive on the floor to regain a loose ball.
- A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit.
- All opposing players must stay 3 m away from the throw-in.

Healthy Participation

Please see Healthy Participant SOL

Year 10/11 Handball Scheme of Learning

Risk Assessment

Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely

Resources

- Balls
- Cones
- Nets
- hoops

Language for Learning/Key Words/Vocabulary

In addition to the key words and terms documented within the 3 Pillars of Progress.

- tactics and techniques, eg *Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Assessment Methods

Formative Assessment

- I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice

Summative Assessment

- Data collect, school report, summative assessment

Differentiation - SEN/G&T

All lessons start with badminton related warm-up and re-cap work of previous lesson.

Make learning as active as possible

Give opportunities to plan tactics & strategies

Research rules on internet

Tasks set to cater for levels of ability

Distance from target

Size of practice area

Size of target

Extension and Enrichment

- Take part in afterschool Handball Club
- Opportunities for intra and inter school competition
- Play regularly outside of school
- Watch handball coaching sessions on YouTube
- Watch handball matches on YouTube

Numeracy

Scoring games, scoring competitive drills, refereeing, managing tournament points etc.

ICT

iPads, YouTube, Video Analysis