

Year 7: Believing in myself and ensuring social belonging

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience • Evaluation • Responsibility <p>Knowledge:</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Take part in a teacher led warm-up, understand the phases and purpose of a warm up. Lead a pulse raiser and stretch in small groups. • Practice and refine ability to perform and link different rolls • Experiment with a range of individual balances • Link individual balances and rolls to create a short individual routine (introducing ways to get into and out of balances) • Create and refine pair balances – counter tension and counter balance (match and mirror) • Experiment with a range of pair balances at differing levels and introducing ways to get into and out of those balances using different travelling movements • Create a short pair balance routine to include set criteria. 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience • Evaluation • Responsibility <p>Knowledge:</p> <p>Football</p> <ul style="list-style-type: none"> • Understand the basic rules, including: corners, goal kick, throw-ins, hand ball and free kicks • Learn to dribble with both feet/different parts of the foot in different simple and opposed situations • Learn to pass the ball over a short and long distance using different techniques • Learn and practice the correct overhead throw for a side line throw-in • Play small-sided and adapted game situations • Understanding the role of the goalkeeper <p>Netball</p> <ul style="list-style-type: none"> • Use an increasing range of personal techniques (footwork, dodging, signalling, variety of passing skills) with some consistency, accuracy and fluency. 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience • Evaluation • Responsibility <p>Knowledge:</p> <p>Athletics</p> <ul style="list-style-type: none"> • Perform and time/measure distance and time for each of the following events: 100m, hurdles, 200m, 300m, 800m, 1500m, relay Long jump, triple jump, high jump Discus, rounders ball throw, shot putt, javelin • Demonstrate good control and technique when sprinting. (Arm action, leg position). • Demonstrate good control and technique when throwing, long jumping and high jumping. All of which from standing and progressing on to a run up. • Perform a standing throw in shot putt, discus, rounders ball and Javelin • Introduce sprinting drills. • Be able to pace themselves in longer runs including the 80m and 1500m. • Be able to time running events. • Be able to measure all jumping and throwing events

<ul style="list-style-type: none"> • Self and peer assess giving feedback through analysis. • Understanding of key terminology, including: canon, unison, mirror, match, relationships and pathways • Learn to use ICT (ipads) to analyse performance <p>Cross Country</p> <ul style="list-style-type: none"> • Learn the route and be aware of safety aspects of running the route • To run, jog, power walk the 1.5km course. • To improve course time each of the three time that you run it. • Understand cardiovascular endurance and stamina and apply to course • Discuss and apply pace • Take resting heart rate • Discuss basic effects of sustained exercise on your body. <p>Hockey</p> <ul style="list-style-type: none"> • Perform warm up and cool down activities related to hockey and understand the fitness requirement of a hockey player. • Demonstrate correct grip for dribbling, stopping, pushing. • Display correct footwork for above skills • Show correct ball position for above skills • Pupils should be able to move in all directions and display some control of the ball. • Some pupils should be able to use reverse stick when dribbling. • Pupils should be able to pass (push and a slap) and receive the ball in a variety of ways. 	<ul style="list-style-type: none"> • Adapt skills to various situations within the game situation. • Develop skills and use correct technique to execute them. • Apply various techniques to small sided and adapted game situations. • Demonstrate knowledge of basic rules and tactics of game. • Be able to organise themselves as a team to attack and defend and play in different positions. • Explain the reasons for warming up and cooling down. • Understand the fitness requirements of a netball player. • Observe and comment on the movement of themselves and others • Identify areas which can be improved • Use/carry equipment safely • Perform skills in a safe and controlled manner • Be able to label the positions on a court and explain the different areas of the court they are allowed to play in. <p>Dance</p> <ul style="list-style-type: none"> • Understand and be able to explain STOMP dance. • Have the ability to recognise changes in tempo and to respond accordingly. • Have the ability of expressing themselves by creative and experimental tasks. • Have an awareness of good use of space. • Demonstrate control and co-ordination through movement. • The ability to perform a variety of sequences through an awareness of different directions, floor patterns and levels. 	<ul style="list-style-type: none"> • Understand safety procedures for each running event. • Understand basic safety procedures in field events e.g. in shot and rounder ball. • Understand the need for warm up for each specific event. • Understand the rules of competition. E.g. false starts, no jump in triple and long jump and foul throw in throwing events. • Understand what is needed to improve performance. • Observe and discuss the performance of others running/jumping or throwing <p>Tennis</p> <ul style="list-style-type: none"> • Adapt the racket grip for various strokes e.g. forehand, backhand, serve. • Develop good hand eye co-ordination. • Introduce correct preparation e.g. ready position. • Demonstrate good footwork. • Develop good anticipation. • Develop court awareness e.g. singles lines, doubles lines, service box, base line. • Develop sound basic technique in backswing, contact and follow through. • Differentiation between practicing with a partner and playing against an opponent. • Know the rules e.g. Let's, scoring, changing ends. • Developing co-operation with a partner e.g. doubles. • Space awareness e.g. knowing when to move into free space left by partner. • Carry out warm up and cool down activities safely. • Importance of general fitness.
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<ul style="list-style-type: none"> • Pupils should learn methods of beating an opponent as an attacker, including a V-Drag and roll out. • Experience 2 v 1, 3 v 1, 3 v 3, 7 v 7, applying the skills and know when it is appropriated to use them. • Mark opposition (man to man). Tackling straight forward, pupils should be able to demonstrate. • Observe and evaluate their own performance and those of their class and begin to make recommendations for improvement. • Understand basic rules, including: feet, back of stick, stick tackle and shooting inside the 'D'. <p>Health related exercise</p> <ul style="list-style-type: none"> • Be able to label and spell Muscles in the body and link to specific stretches for arms and legs (Gastrocnemius, Hamstring, Quadriceps, Gluteal, Deltoid, Triceps and Biceps) • Understand the definition of health • Understand the difference between physical, social and mental health and well-being • Define fitness • Understand the advantages of being able to meet everyday demands of the environment • Understand the difference between health and fitness • Energy Use • Understand how energy is measured • Be able to recall the average adult calorie requirements per day • Understand and describe what % of nutrients a balanced diet contains. 	<ul style="list-style-type: none"> • Perform a set stomp motif, individually with a partner or in a group. • Adapt a set motif to include different tempo, levels, formation and relationships. • Add to a stomp set motif and include different dance styles into their final performance. • Plan and perform appropriate warm up and cooling down activities. • Perform dance sequences in a safe and controlled manner. • Use correct dance words to describe and comment on their own and others performances. • Recognise areas for improvement. 	<ul style="list-style-type: none"> • Use simple games analysis to evaluate own and others strokes and play. • Evaluation of what they have learnt. <p>Rounders</p> <ul style="list-style-type: none"> • Under arm bowling technique with reference to preparation and release point • Over arm throwing technique with reference to stance, arm positioning and release. • Understanding when to relay the ball over a long distance to a base. • Catching – cushioning the ball, high and low V technique with little fingers and thumbs together • Understanding both fielding and batting rules • Long barrier technique static • Being able to appreciate when to select under arm or overarm throw between bases and deep field • Simple batting technique with adaptations • Adaptive games to practice team play • Understanding basic positions and tactics within adapted game situations
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<ul style="list-style-type: none"> • List the types of food and the 7 nutrients that make up a balanced diet • Define a balanced diet • Be able to explain the reasons for a balanced diet • Be able to describe the factors affecting calorie intake • Define dehydration. • Understand that water balance (hydration) prevents dehydration. • Develop an understanding of the consequences of dehydration and describe these in relation to the body during physical activity • Understand the fitness demands of an unfit and fit person. <p>Assessment:</p> <ul style="list-style-type: none"> • Gymnastics: <ul style="list-style-type: none"> • Self Assessment Start • Final Performance - Teacher Assessment • Self-assess end • Peer Assessment • Cross Country two timed routes • Hockey <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Hockey Game - Teacher Assessment ➤ Self assess end ➤ Peer Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Dance: <ul style="list-style-type: none"> ➤ Self-assessment start ➤ Final Performance - Teacher Assessment ➤ Self-assess end ➤ Peer Assessment • Football - Teacher ATL grade • Netball: <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Netball Game –Teacher Assessment ➤ Self assess End ➤ Peer Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Athletics: <ul style="list-style-type: none"> ➤ Standards Cards - Teacher Assessment ➤ Self Assessment Start ➤ Self-assess end ➤ Peer Assessment • Rounders - Teacher ATL grade • Tennis: <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Game Play - Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Exam
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Year 8: Learning to learn, lead and developing growth mind-set

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • Perform travelling, turning, inversion, jumping, balances with poise, control and tension. • Move into and out of actions and balances fluently, showing good transference of weight. • Link 2 or more actions from – travel, jump, and turn, balance, to form a sequence. • Plan and perform sequences with a partner. • Plan a sequence using changes of shape, speed, levels, direction or timing. • Explain the reasons for warming up and cooling down. • Understand how strength and flexibility are important for poise, control and co-ordination. 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Tag Rugby:</p> <ul style="list-style-type: none"> • Understand the basic rules, including: passing backwards, tackling (tagging or touching), offside. • Learn to carry the ball • Learn to pass the ball over a short and long distance using different techniques and applying the backward pass rule. • Learn and practice how to tag a player with the ball • Play small-sided and adapted game situations <p>Netball</p> <ul style="list-style-type: none"> • Use an increasing range of personal techniques (footwork, dodging, signalling, variety of passing skills, shooting, defending) consistently, accurately and fluently. 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Athletics</p> <ul style="list-style-type: none"> • Perform and time/measure distance and time for each of the following events: 100m, hurdles, 200m, 300m, 800m, 1500m, relay • Long jump, triple jump, high jump • Discus, rounders ball throw, shot putt, javelin • Use the correct technique when running, jumping or throwing. • Be able to independently measure throws and jumps. • Be able to independently time running events • Be able to work out run-ups for long-jump, high jump independently • Pace their running at different distances • Understand what is needed to improve performance, eg high knee lift in long jump.

<ul style="list-style-type: none"> • Identify what to look out for when observing actions and sequences. • Observe and comment on the movement of themselves and others. • Identify areas which may be improved (self assessment). • Select, lift, carry and place apparatus safely. • Perform gymnastic movements in a safe and controlled manner. • Perform a final gymnastics performance in small groups of 3's,4's or 5's to a piece of music. • All pupils will learn how to do a sideways roll, forward roll and bridge. • Most pupils practice a backwards roll, handstand, cartwheel, cartwheel ¼ turn round off prep and forward roll to straddle. • Some pupils will practice more advanced gymnastics skills including: backward roll to front support, Handstand Block, handstand forward roll with straight arms, round-off, forward roll to ½ lever, backward walk over. • More advanced gymnastics will refine and learn some of the following: standing flic, free cartwheel, handspring, round off flic, forward walkover, backwards roll to handstand, handstand with straddled legs and handstand pirouette <p>Cross Country</p> <ul style="list-style-type: none"> • To run, jog, power walk the 1.5km course. • To improve course time each of the three time that you run it. • Understand cardiovascular endurance and stamina and apply to course • Discuss and apply pace • Take resting heart rate 	<ul style="list-style-type: none"> • Use a wide range of tactics – spatial awareness, reacting to a foul • Adapt skills to various situations within the game situation. • Develop skills and use correct technique to execute them. • Apply various techniques to small sided and adapted game situations. • Demonstrate knowledge of rules and tactics of game – difference between a free pass and a penalty pass, Replaying and contact. • Be able to organise themselves as a team to attack and defend and play in different positions. • Be able analyse each positions roles and responsibilities • Be able to umpire a game using knowledge of rules <p>Dance</p> <ul style="list-style-type: none"> • Understand and describe street dance • Learn, repeat and practice a 7 phrase set motif in a street dance style • Experiment with adapting the set motif to include different formations, levels and changes in timing. • Create choreography both before and after the set motif in a street dance style • Demonstrate a variety of steps / movements showing clarity of shape and rhythm. • Demonstrate quality of movement through controlled phrases and sequences. • Demonstrate an awareness of and sensitivity to other performers through the use of space. • Describe the changes experienced to the body when performing dance movements / activities. 	<ul style="list-style-type: none"> • Understand the rules of competition • Know how to train for each event. • Understand the need to warm-up and know which exercises to select for each specific event. • Understand the technique of hurdling and practice hurdles at different heights. • Identify strengths and weaknesses in their own and others performances. • Suggest different ways to improve performance. • Understand the safety procedures for each specific activity. <p>Tennis</p> <ul style="list-style-type: none"> • Forehand Control • Backhand Control • Development of serving should be from near baseline and overhead • Rules and scoring system to be introduced and developed during each lesson • Full court doubles play, basic tactics – aim at backhand or opponents weakness, play ball into space • Introducing a volley <p>Rounders</p> <ul style="list-style-type: none"> • Under arm bowling technique with reference to pace and accuracy. • Fielding and batting rules, including effectiveness of the back stop • Catching – cushioning the ball, high and low • Long barrier on the move • Being able to select different throws between bases and deep field • Simple batting technique with adaptations with reference to timing and distance.
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<ul style="list-style-type: none"> • Discuss basic effects of sustained exercise on your body. <p>Hockey</p> <ul style="list-style-type: none"> • Basic attacking techniques, dribbling, passing • Beating a player, left and right. Draw upon previous knowledge for attacking principles • Small sided adapted game situations to improve passing and receiving. • Basic defending techniques. Tackle, intercept, marking • Intro to channelling technique – when, how and why it is used. • Spatial awareness, use of wide players, playing ball into space. Support for player on ball, emphasise from free hit/hit in/ hit out, long corner. • Understanding rules around short corners and long corners. • Understanding the self-pass rule • Small Sided games – knowing and understanding the different positions, <p>Health related exercise</p> <ul style="list-style-type: none"> • To understand the consequences of a sedentary lifestyle • Define obesity and how it may affect performance in physical activity and sport • Understand the characteristics of the three somatotypes and be able to link these to sporting examples. • Be able to label and spell complex bones (cranium, mandible, clavicle, ribcage, scapula, Humerus, vertebrae, pelvis, radius, ulna, tibia, fibula, femur) and Muscles in the body (deltoid, biceps, triceps, abdominals, 	<ul style="list-style-type: none"> • Explain ways of improving one's level of fitness and recognising the various principles of fitness involved in dance e.g. flexibility, stamina etc. • Identify areas of improving their own and others performers in relation to timing, poise and formation. • Use of role model performers to act as coaches • Use of ICT for analysis and evaluation 	<ul style="list-style-type: none"> • Adaptive games to practice team play • Over arm throwing with emphasis on distance • Understanding basic positions and tactics • Understanding Full games tactics and strategies
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<p>pectorals, hamstring, quadriceps, gluteal, gastrocnemius)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Gymnastics: <ul style="list-style-type: none"> • Self Assessment Start • Final Performance – Teacher Assessment • Self assess end • Peer Assessment • Cross Country two timed routes • Hockey <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Hockey Game – Teacher Assessment ➤ Self assess end ➤ Peer Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Dance: <ul style="list-style-type: none"> ➤ Self assessment start ➤ Final Performance – Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Tag-Rugby – Teacher ATL grade • Netball: <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Netball Game –Teacher Assessment ➤ Self Assess End ➤ Peer Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Athletics: <ul style="list-style-type: none"> ➤ Standards Cards - Teacher Assessment ➤ Self Assessment Start ➤ Self assess end ➤ Peer Assessment • Rounders – Teacher ATL grade • Tennis: <ul style="list-style-type: none"> ➤ Self assessment Start ➤ Game Play – Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Exam
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Year 9: Building aspirations and developing resilience

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience and growth mind-set • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Understand and apply knowledge of Sports Acrobatics • Experiment with a range of individual, pair, three, four and five group balances, understanding a need for bases and tops. • Perform a range of skills, agilities and movement phrases with precision, tension and extension • Show confidence in their movement and have good control of their bodies, transfer weight well to initiate and stop movement • Experiment and practice a range of balances using equipment including the box and ropes. • Design sequences to music on their own and in groups showing a clear understanding of compositional principles • Perform their sequences with a clear understanding of the criteria for judging them 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience and growth mind-set • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Dance</p> <ul style="list-style-type: none"> • Experiment with a range of dance styles from all around the world, including: Bollywood, Ballroom, Line Dancing, Street Dance, Fosse. • Understand the 'This is Me' Theme: embracing that everyone is different and accepting who you are, as a positive, rather than seeing your differences as a weakness or a negative • Perform with technical competence, demonstrating clarity of action, shape and dynamics and showing an understanding of rhythm, phrasing and sensitivity to the accompaniment • Make fluid transitions between movements and movement phrases and interpret choreographic intention in performance Demonstrate competency in performing more intricate steps. 	<p>Skills:</p> <ul style="list-style-type: none"> • Communication; Active listening and Speaking • Collaboration/Team work • Empathy • Self-Management • Self-Motivation • Resilience and growth mind-set • Evaluation • Innovation • Responsibility <p>Knowledge:</p> <p>Athletics</p> <ul style="list-style-type: none"> • Perform and time/measure distance and time for each of the following events: 100m, hurdles, 200m, 300m, 800m or 1500m, relay • Long jump, triple jump, high jump • Discus, rounders ball throw, shot putt, javelin • Demonstrate good arm and leg action and technique in a run or race. • Demonstrate an effective sprint start. • Understand the importance of a sprint finish with a dip for the finish line. • Demonstrate a range of jumping and throwing techniques with greater control and consistency. • Practice the scissors and Frosby Flop technique in high jump • Practice a shuffle in shot putt and a cross over step in javelin.

<p>and of performing to an audience Plan and perform sequences with a partner/group.</p> <ul style="list-style-type: none"> • Devise and use criteria and checklists to analyse performance effectively • Identify correctly important strengths and weaknesses. • Make good choices and take decisions about what to do to improve their own and others' work • Perform gymnastic movements in a safe and controlled manner. <p>Hockey</p> <ul style="list-style-type: none"> • Re-cap of all basic skills and range of techniques. Importance of first touch, putting ball into a position where you can use it quickly. Receiving and passing left, right, square, straight. • Using an increasing range of skills such as reverse stick, passing, dribbling and tackling all on the weak side. • More use of set plays in game situations and learning the appropriate one for the right time. Adapting skills to various situations within the game play • Demonstrate knowledge of rules and tactics of the game • <i>Be</i> able to organise themselves as a team to attack and defend and play in different positions. • Understanding the fitness requirements of a hockey player. • Opportunity to play 7 and 11 a-side hockey and understand the differences in pitch, press and positions. 	<ul style="list-style-type: none"> • Research ideas for dance and improvise freely using different dance styles and techniques • Select appropriate movements and ideas to structure dances which convey the choreographic intention • Describe the demands that different types of dance activities make upon the body and select the ones that suit them as individuals • Describe, analyse, interpret and evaluate dances with some evidence of artistic, aesthetic and cultural understanding • Use their knowledge and understanding of dance to evaluate, adapt and improve their own compositions and performances • Opportunities to lead dance workshops which leads on to the sports leadership award in year 10 <p>Lacrosse</p> <ul style="list-style-type: none"> • Understand the basic rules, including: defending, shooting and passing • Learn to dribble and carry the ball under different levels of competition. • Learn to pass the ball over a short and long distance using different techniques • Learn and practice catching the ball both under arm and over arm. • Practice shooting at goal • Learn how to safely tackle • Play small-sided and adapted game situations <p>Netball</p> <ul style="list-style-type: none"> • Use an increasing range of personal techniques (footwork on the move, blocking, dodging, signalling, variety of passing skills, 	<ul style="list-style-type: none"> • Use different heavier weights than in previous years – shot putt, javelin and discus • Lift, carry and transport equipment safely. • Set targets and programmes to improve performance. • Select exercises and training activities appropriate to the event. • Identify different forms of training that will improve their own individual performance. • To explain the value of joining a club in the local / school community. <p>Tennis</p> <ul style="list-style-type: none"> • Recapping forehand/backhand • Recapping in more detail how to serve successfully with pace, different areas of the service box and from the back line. • Volleying from the net both backhand and forehand. • • Game play- understanding the rules, the scoring system, and having a full singles and doubles game. • Complete a doubles tournament with self-scoring and tactics and strategy talks during breaks. • Using peer and self-evaluation to improve all skills. <p>Rounders</p> <ul style="list-style-type: none"> • Under arm bowling and the inclusion of spin for the more able. • Fielding and batting rules and pupil led team talks.
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<p>Cross Country</p> <ul style="list-style-type: none"> • Set 2 aims in Lesson 1 and write them on a piece of paper e.g not stop, beat last year's best time, enjoy it, run with a friend etc. • Discuss further in detail the effect of sustained exercise on the body. • Why go running? What are the most well-known organised runs? • What is the physique of a runner like and why? • Discuss how running could fit in as part of a fitness programme. <p>Health Related Exercise</p> <ul style="list-style-type: none"> • Be able to name and define the components of fitness. • Linking sports and physical activity to the required components of fitness. • Reasons for and limitations of fitness testing. • Measuring the components of fitness including 7 fitness tests: Sit and Reach, Hand dynamometer, ruler drop, stork stand, vertical jump, standing broad jump and Anderson wall toss test . <p>Assessment:</p>	<p>shooting, defending) consistently, accurately and fluently.</p> <ul style="list-style-type: none"> • Use a wide range of tactics – spatial awareness, reacting to a foul, circle play, set plays • Adapt skills to various situations within the game situation. • Develop skills and use correct technique to execute them. • Should be aware of their own safety within game. • Apply various techniques to game situation. • Demonstrate knowledge of rules and tactics of game • Be able to organise themselves as a team to attack and defend and play in different positions. • Be able to umpire a game using knowledge of rules • Explain the reasons for warming up and cooling down. • Understand the fitness requirements of a netball player. • Observe and comment on the movement of themselves and others • Identify areas which can be improved • Identify opportunities that will allow them to continue their interest in netball outside lessons • Use/carry equipment safely • Perform skills in a safe and controlled manner • Focus on centre pass routines for both the attacking and defending teams • Adapted games to emphasise movement around the 'D', both from an attacking and defending perspective 	<ul style="list-style-type: none"> • Catching – cushioning the ball, high and low on the move both at the base, backstop and in the field. • Long barrier on the move. • Batting accuracy and tactics with targets to improve placement • Reverse/backhand batting • Umpiring full-sided games confidently and competently • Understanding advanced rules – no ball – run on a no ball when in a competition, last ball 3 strikes. • Position and tactics during full sided games • Adaptive games to practice team play • Over arm throwing from deep field accurately to base four without a relay. • Understanding basic positions and tactics
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<ul style="list-style-type: none"> • Gymnastics: <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Final Performance – Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Cross Country two timed routes • Hockey <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Hockey Game – Teacher Assessment ➤ Self assess end ➤ Peer Assessment 	<ul style="list-style-type: none"> • Learn different defensive techniques including Blocking <p>Assessment:</p> <ul style="list-style-type: none"> • Dance: <ul style="list-style-type: none"> ➤ Self assessment start ➤ Final Performance – Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Lacrosse – Teacher ATL grade • Netball: <ul style="list-style-type: none"> ➤ Self Assessment Start ➤ Netball Game –Teacher Assessment ➤ Self Assess End ➤ Peer Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Athletics: <ul style="list-style-type: none"> ➤ Standards Cards - Teacher Assessment ➤ Self Assessment Start ➤ Self assess end ➤ Peer Assessment • Rounders – Teacher ATL grade • Tennis: <ul style="list-style-type: none"> ➤ Self assessment Start ➤ Game Play – Teacher Assessment ➤ Self assess end ➤ Peer Assessment • Exam
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