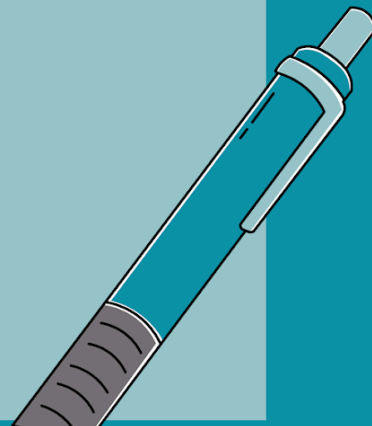


MANCHESTER COMMUNICATION ACADEMY

SUBJECT CURRICULUM OVERVIEW



Manchester
Communication
Academy



WITH YOU...FOR YOU...ABOUT YOU...

Physical Education

In Physical Education students follow a spiral curriculum where knowledge is sequenced over the 5 years of study. We deliver through the following activities which are repeated over the 5 years: Football, Rugby, Netball, Basketball, Gymnastics, Dance, Orienteering, Table Tennis, Fitness, Rounders and Athletics. Alongside these activities, students are also taught how to prepare for Physical Education to be able to independently lead a healthy and active lifestyle. This knowledge is taught alongside each activity across the programme of study.

Contents:

Preparation for PE (interleaved into each curriculum activity)

Athletics

Basketball

Dance

Fitness

Football

Gymnastics

Netball

OAA

Rounders

Rugby

Table Tennis

Preparation for PE (Healthy Participation)

Developing	Year 7&8
Topic name	Preparation for PE
Warm Up/Cool Down	<p>Know that the 3 parts to a warm up are Pulse Raise, Dynamic Stretches, Static/Sport Specific Recap. (S1-3)</p> <p>Know that the warm up helps prepare the body for exercise and reduces the risk of injury. (S1-3)</p> <p>Know that a cool down consists of a light jog and static stretches. (S1-3)</p> <p>Know that failing to cool down can increase the build up of lactic acid. (S1-3)</p> <p>Know that I can name 5 muscles I warm up eg Hamstrings, Quadriceps, Bicep, Tricep and Gastrocnemius. (S1-3)</p>
Leadership	<p>Know that I can lead a warm up to your group showing knowledge, confidence and communication.</p> <p>Know that I can take on a leadership role in the lesson - team captain, scorer, skills coach, cool down leader or equipment manager.</p> <p>Know that I can lead a drill (from a card) to your group.</p> <p>Know that I can evaluate a team mate's performance (Praise Sandwich).</p>

Personal Best	<p>Know that the MCA ESA club offers to suit this sport.</p> <p>Know that engaging in physical activity has physical benefits including maintaining a healthy weight.</p> <p>Know that engaging in physical activity has mental benefits of relieving stress.</p> <p>Know that engaging in physical activity has social benefits which are mixing with others and developing friendship groups.</p> <p>Know that engaging in PE builds resilience by teachers, peers and positive engagement.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will develop knowledge to lead a healthy and active lifestyle and make informed choices regarding PE, Sport and Physical Activity.● National Curriculum

Intermediate	Year 9 &10
Topic name	Preparation for PE
Warm Up/Cool Down	<p>Know that the short term effects of exercise are increased breathing rate, fast pulse, sweating, increased temperature/red faced and thirsty. (S3-4)</p> <p>Know that there are a number of muscles to warm up including Latissimus Dorsi, Obliques, Pectorals, Trapezius and Deltoids. (S3-4)</p> <p>Know that a body is made up of ligaments which attach bone to bone and tendons which attach muscle to bone. (S3-4)</p> <p>Know that when warming up a muscle it will increase pliability. (S3-4)</p> <p>Know that a cool down will help the blood flow to remove lactic acid from the muscles. (S3-4)</p> <p>Know that an increase in breathing rate will support the delivery of oxygen to the working muscles during exercise. (S3-4)</p>
Leadership	<p>Know that I can lead my own warm up to the class.</p> <p>Know that I can lead a drill to a group. Know that I can create my own drill for a particular skill</p> <p>Know that I can identify the weakness in technique in a peers performance and correct this with the correct technique (WWW/EBI)</p>
Personal Best	<p>Know that there are clubs outside of MCA to engage in this sport.</p> <p>Know that engaging in physical activity has physical benefits including maintaining a good level of fitness.</p> <p>Know that engaging in physical activity has mental benefits of relieving stress.</p> <p>Know that engaging in physical activity has social benefits which are mixing with others and developing friendship groups.</p> <p>Know that engaging in PE offers opportunities for resilience when a task becomes difficult to keep trying myself.</p>

Why is this being studied?

- Students will develop knowledge to lead a healthy and active lifestyle and make informed choices regarding PE, Sport and Physical Activity.
- National Curriculum

Advanced	Year 11
Topic name	Preparation for PE
Warm Up/Cool Down	<p>Know that the long term effects of exercise are increased muscular strength, the body adapts to exercise and becomes easier, increased respiratory muscles, more energy, decrease in resting heart rate and increased stroke volume. (S4-5)</p> <p>Know that delayed onset muscle soreness comes about up to 48 hours after exercise. (S4-5)</p> <p>Know that there are a variety of muscles stretched within the human body. (S4-5)</p>
Leadership	<p>Know that I can umpire/officiate a game applying rules within the sport.</p> <p>Know that I can create a drill for various skills to suit the ability of multiple performers.</p> <p>Know that I can evaluate to develop technique in a peers performance and correct this to be effective in a conditioned game or practise.</p>
Personal Best	<p>Know that there are a variety of sports to engage with outside of school.</p> <p>Know that engaging in physical activity has physical benefits including increasing aerobic endurance.</p> <p>Know that engaging in physical activity has mental benefits of increasing self confidence and self esteem.</p> <p>Know that engaging in physical activity has social benefits which are developing teamwork and leadership skills.</p> <p>Know that PE can create opportunities for resilience which can lead to increased performance levels.</p> <p>.</p>

Why is this being studied?

- Students will develop knowledge to lead a healthy and active lifestyle and make informed choices regarding PE, Sport and Physical Activity.
- National Curriculum

Athletics

Developing	
Topic name	Athletics
Prior Knowledge	<p>Prior knowledge of KS2: Students should have been taught: - Use running, jumping, throwing and catching in isolation and in combination. - play competitive games modified where appropriate - - develop flexibility, strength, technique, control and balance. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
Motor Competence	<p>Throwing Javelin: Know that to grip a javelin with the palm along the back of the javelin, with the finger and thumbs gripped at the back of the javelin. Know to keep arm back and straight with the tip of the javelin near the eyes, they then know to pull the javelin through and release at a 45 degree angle (S1-3)</p> <p>Jumping High Jump: Know the technique for a scissor kick to produce height in their jump, can apply a run up and know what the Fosbury flop technique consists of. (S1-3) Long Jump Students know how to jump for power, driving their legs up, swinging their arms during the take off and know how to coordinate a take off from one foot and landing on two. They know how to apply the sprinting technique to a run up in Long Jump (S1-3)</p> <p>Running 100m: Know that the sprinting technique requires high knees, long strides, arms to remain parallel with the body as they swing, a tall posture and their head to face towards the finish line. Students will know the basics of a sprint start. (S1-3) Relay: Know how to apply the sprint technique to a relay race. Know that the baton should be passed into the opposite hand of the receiver. Know</p>

	<p>how to execute a change over with fluency, with the receiver having started to run and the baton holder pushing it into the receiver's hand. (S1-3)</p> <p>Middle Distance: Know how to pace a run to complete a longer distance run, students know to use smaller strides and a slower pace to reserve energy over a longer distance and can coordinate arms and leg movement to maintain energy and a consistent pace over a longer distance. (S1-3)</p>
<p>Rules, Strategies & Tactics</p>	<p>Know that foul throws/starts/jumps result in being disqualified or that jump/throw not counting.</p> <p>Know that the baton change must occur within the lines or it will result in disqualification.</p> <p>Know that foul jump is when a student takes off after the take off board.</p> <p>Know that a foul throw is when students steps across the throwing line</p> <p>Know how to organise a relay team for a fast start and finish.</p> <p>Know how to use a basic run up to increase jumping/throwing distance. Know how to use a sprint start to increase the start of a 100m race.</p> <p>Know how to pace themselves to be able to end with a sprint finish in middle distance running.</p> <p>Knowing to be on the inside of the lane in a bend.</p> <p>Know to put the quickster starter at the start of relay, bend runners on 1st and 3rd.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle. Students can take part in inter house sports day and school competitions. ● National Curriculum

Intermediate	Year 9&10
Topic name	Athletics
Motor Competence	<p>Running 200m Know to apply the sprint start technique to improve time in a 200m race. Students will know how to pace their sprint to maintain speed over 200m. Know how to finish forward to increase place in a race. (S3-4)</p> <p>Jumping Long Jump: Know to pace a run up using stride lengths to maximise take off accuracy on the board and increase distance of jump. Students can count 10 strides back ensuring strides are big in line with the sprint technique. Know how to use stride technique in the air to increase jump distance.(S3-4)</p> <p>High Jump: Know how to use Fosbury flop and scissor kick together to jump higher and with more power. run up, arc run, approach, take off phase, clearing bar and landing. Know the correct technique for landing in high jump. (S3-4)</p> <p>Throwing Shot putt Know how to align chin, knee and toe to allow for a starting position that can develop power. Know that to hold the shot putt in the finger, in the neck with a high elbow. Know to putt the shot as opposed to throw. Know that to extend your arm outwards with power and release at a 45 degree angle. (S3-4)</p> <p>Discus: Know that to hold a discus with a non throwing hand underneath and throwing hand on top with fingers spread evenly, throwing low to high. Know how to use a wind up to throw a discus, they know how to release straight to throw the best distance. (S3-4)</p>
Rules, Strategies & Tactics	<p>Know that a foul jump occurs if you knock the bar off in high jump.</p> <p>Know that you can be as close to the board as possible to successfully jump in long jump.</p> <p>Know not to go past the throw line in shot put and discuss to ensure the throw is allowed.</p> <p>Students can use this knowledge to say whether a peers throw/jump is successful</p> <p>Know how to apply a basic run up to throw a shot put further. Know how to strategically pace 200m run to maintain pace for a strong finish.</p> <p>Know to miss a height where possible to jump higher in high jump during competition. Know how to use an appropriate stride distance to get a successful run up in Long jump</p>

Why is this being studied?

- Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle. Students can take part in inter house sports day and school competitions.
- National Curriculum

Advanced	
Topic name	Athletics
Motor Competence	<p>Running 1500m Students know how to pace themselves over a long distance run to maintain speed throughout. They know how to tactically run a 1500m race to finish with the best possible time, reserving energy to speed up towards the end. Students can evaluate their own performance and adjust it to make improvements (S4-5)</p> <p>100m/200m/400m – Students know how to apply a sprint technique to varying sprint distance. They can adjust the pace of a sprint whilst maintaining a sprint over longer distances. They know how to apply a sprint technique to all races. Students know to place power foot in front and can explain how this increases reaction time and gives an advantage in race. (S4-5)</p> <p>Jumping Triple Jump – Know how to coordinate the hop, step and jump to complete a legal jump in triple jump. Students know to drive the knee in each phase of the jump to increase power. Students know how to apply a take off and landing to increase the distance of a jump. Students can give feedback to peers to enable them to improve technique. (S4-5)</p> <p>Throwing Javelin – Students know how to apply a 10 step run up to a javelin throw. Students know how to apply the technique previously learnt to throw a javelin with the 10 step run up to increase the distance of a throw. Students can map out strides to ensure they throw before the throw line. Students can give accurate feedback to peers to enable them to improve technique. (S4-5)</p> <p>Shot Putt- Students know how to apply the spin technique to throwing a shot putt to increase distance. Students can identify 4 steps to the spin, turning 90 degrees, stepping one foot out of the circle, step same foot to the front of the circle (pivoting), opposite foot (back foot) to the front of the circle, push and release the shot as straight as possible. Students can give feedback to peers to enable them to improve technique. (S4-5)</p>

Why is this being studied?

- Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle. Students can take part in inter house sports day and school competitions.
- National Curriculum

Basketball

Developing	Year 7&8
Topic name	Basketball
Prior Knowledge	<p>Students will have played in competitive games before with simplified rules. Students will have been introduced to basic throwing and catching of different balls, and objects. Students will have performed basic skills in isolation and through basic play. Students will have developed a basic understanding of getting into space, basic movement, and running. Students will have covered the concept of scoring and the concept of winning and losing.</p>
Motor Competence	<p>Ball Handling: Know that handling the ball is important in order to perform any skill in basketball. Know that when gripping the ball, fingers should be spread across the ball evenly. Know how many hands to have on the ball for different skills within basketball.</p> <p>Passing: Know the techniques used to execute a range of passes with accurate and successful delivery.</p> <p>Know that a Chest pass requires feet shoulder width apart and knees bent, hands in a W on the ball with elbows tucked in, extend the arms and step into the pass leaving the back of hands facing one another and thumbs down pointing at the target with fingers.</p> <p>Know that bounce pass requires feet shoulder width apart and knees bent, hands in a W on the ball at waist level elbows tucked in, extend the arms and step into the pass pushing the ball with the fingers releasing 3/4 between their partner arriving at the chest.</p> <p>Know that shoulder Pass requires feet shoulder width apart with opposite foot to throwing arm forward. Ball support in one hand back above head height and behind the head, elbow at 90 degrees and fingers spread stepping forward and transferring weight projecting the ball forward and following through by pointing the fingers in the direction of the pass and palms down. Know that</p>

	<p>overhead requires two hands positioned on the ball behind the head, with a loopy drop ball to your partner.</p> <p>Dribbling: Know that to dribble successfully, you need to push the ball down with your fingertips, keeping it below waist height, with knees slightly bent and your head up.</p> <p>Set Shot: Know that to successfully perform a set shot you need to follow the acronym BEEF. B for balance, which means your feet shoulder width apart and knee slightly bent. E for eyes, which means your eyes are on the target. E for elbow, which means your elbow, should be bent and at a 90 degree angle, and finally F for follow through, which means flicking your wrist at the end of the shot.</p> <p>Lay up: Know that a lay up is different to a set shot as you are moving when performing a lay up. Know that to perform a lay up you approach the basket at a 45 degree angle, pick up the ball and take 2 steps, drive right knee and right arm up if shooting from the right side, and drive left knee and left arm if shooting from the left. Complete the lay up by aiming for the top right corner of the backboard for a right sided lay up, and top left corner for a left sided lay up.</p>
<p>Rules, Strategies & Tactics</p>	<p>Know that a double dribble is where a player bounces the ball with two hands, or bounces the ball, stops, and then bounces it again.</p> <p>Know that a travel is when a player runs with the ball without bouncing it, or takes more than two steps without bouncing the ball.</p> <p>Know that out of bounds is when the ball or any part of a player's body leaves the playing area.</p> <p>Know that a foul is any illegal contact with an opposing player. This includes, reaching, blocking, charging, holding.</p> <p>Know that there are 5 players per team on a basketball court.</p> <p>Know how to attack and defend.</p> <p>Know what passes to use and when.</p> <p>Know that possession play is used to move the ball around the court to create gaps.</p> <p>Know that positional play is used to ensure attacking and defending sequences.</p>

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Basketball
- Students can compete in extra curricular clubs before, during and after school as well as inter school Basketball competitions.
- National Curriculum

Intermediate	
Topic name	Basketball
Motor Competence	<p>Man to man marking: To know that man to man marking can be used as a tactic/skill in basketball. To know that when marking a player in basketball, you need to have your knees slightly bent, your eyes on the player, be on the balls of your feet and lastly, have one arm to the side to stop a pass and one arm up to stop a shot. To know how to dribble under pressure.</p> <p>Cutting: To know what is meant by cutting in basketball. To know how to use different cuts to create space and lose defenders. To know that when cutting we need to use movement, speed and change of direction. To know how to pass and receive on the move.</p> <p>Rebounding: To know that rebounding involves reclaiming the ball after a shot has been taken. To know that rebounding can be done by offensive and defensive players. To know that when rebounding, you must be standing near the basket, you must bend your knees to jump as high as possible, reach your arms up high to catch the ball and land with the ball tucked towards your hip. To know how to use a set shot under pressure.</p> <p>Zone defence: To know how to organise into a formation. To know how to effectively mark an area. To know the different types of zones that include a 3-2 zone, 2-1-2 zone, 2-3 zone. To know that a zone needs to be carried out by the whole team. To know that each player has a position in the zone. To use marking techniques when in a zone i.e, you need to have your knees slightly bent, your eyes on the player, be on the balls of your feet and lastly, have one arm to the side to stop a pass and one arm up to stop a shot.</p>

Rules, Strategies & Tactics	<p>To know that a free throw is awarded to an attacking player if they are fouled whilst attempting a shot.</p> <p>To know that you have 5 seconds to inbound the ball from a dead ball situation.</p> <p>To know that an offensive player cannot be in the key for more than 3 seconds.</p> <p>To know that a carry is when the ball rests in the palm on the players hands.</p> <p>Know that boxing out can be used to stop a player rebounding the ball.</p> <p>Know that man-to-man marking can be used to stop a player receiving the ball or having an attempt of a shot.</p> <p>Know that several cuts can be made by offensive players to try to create space.</p> <p>Know that a screen can be set to block a defender and allow the offensive team to dribble past defenders.</p> <p>Know that man to man marking can be used to match up similar ability players and offensive threats.</p> <p>Know that a zone can be used to protect the basket and force longer shots from the opposition.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Basketball● Students can compete in extra curricular clubs before, during and after school as well as inter school Basketball competitions.● National Curriculum

Advanced	
Topic name	Basketball
Motor Competence	<p>Crossover Dribbling: To know that a crossover dribble follows the same techniques as dribbling however the ball is bounced through the legs. To do this students should know that they need to step forward with the opposite leg to the hand the ball is in, have their other hand ready to receive the ball after it has gone through the legs.</p> <p>Jump Shot: To know that a jump shot follows the same techniques as a set shot however, the shot takes place whilst the player is in the air. To do this, students must know that they need to bend their knees to jump as high as possible and then execute the shot.</p> <p>Reverse lay up: To know that to do a reverse lay up, you need to approach the basket from the opposite side that you intend on shooting from, take two steps, drive under the basket, swing arms around and execute the shot with dominant hand to the other side aiming for the square.</p> <p>Screen: To know that to perform a screen, you must be standing right next to the player you are screening, on the side you would like your teammate to drive through. You must stand with your feet shoulder width apart, feet planted and not moving, knees slightly bent and eyes on your target.</p>
Rules, Strategies & Tactics	<p>To know that an offensive team has 8 seconds to get over the half way line when they begin an attacking sequence otherwise possession goes to the other team.</p> <p>To know that an offensive team has 24 seconds to attempt a shot otherwise possession goes to the other team.</p> <p>To know that if an offensive team crosses the half way line, they are not allowed to dribble or pass back into their own half in the same offensive sequence.</p> <p>To know that if a defensive player is standing still with their feet planted, and an offensive player drives into them and they fall to the floor, a charge is called and the defensive team wins possession of the ball.</p> <p>To know that there are five positions in basketball.</p> <p>To know the names of each position.</p> <p>To know what role each position plays.</p> <p>To know what offensive and defensive strategies to use.</p>

	<p>To know who to place on a jump ball.</p> <p>To know that a fast break can be used to quickly get down the court before the defensive team has time to regroup.</p> <p>To know a screen can be used in isolation or can be used to perform a pick and roll.</p> <p>To know that a pass and cut can be used as a team offensive tactic to move the defence out of a zone.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Basketball● Students can compete in extra curricular clubs before, during and after school as well as inter school Basketball competitions.● National Curriculum

Dance

Developing	Year 7&8
Topic name	Dance
Prior Knowledge	Exploring claps, rhythms, dynamics and formations in response to different themes and movement patterns.
Motor Competence	<p>Timing Content: Know the importance of timing in dance & use of counts to measure music - developing an ear for music and awareness of self in time with others Be able to find the beat of a song & track the tempo Be able to count aloud to 8 on beat Be able to clap as a group on beat Be able to side step left & right whilst counting 1, 2, 3, 4 ... do this as a group with music Be able to follow & perform teacher taught dance routines in time with other dancers</p> <p>Action Content: Know the 5 basic actions in Dance - Jump, Turn, Travel, Balance & Gesture Be able to perform basic jump in dance - bend & extend the legs generate flight - explore shapes in the air such as tuck, straight, kick or split Be able to perform basic travel in dance - moving from one point in the space to another - walking, running, galloping, side stepping, slides and hopscotch across the space Be able to perform basic turn in dance - a 360 rotation (develop into pirouette, compass, chaine, knee spin, cross turn) Be able to perform basic balance in dance - hold a still position starting with one leg - holding 2nd leg extended at different angles Be able to perform basic gesture in dance - Can show points, claps, nods and poses within a routine.</p> <p>Spatial Content: Know how to execute formations, direction and levels To know 3 types levels within dance such as high, middle and low To show movements using levels such as leaps, mid and low balances, turns and floorwork To know 3 different group formations such as 'windows', triangle, box</p>

	<p><i>and single file To show teamwork and execution of formation change within a performance</i> Dynamic Content: <i>Know how to use dynamics to change the energy of a dance/move or performance To know what dynamic is and why it is effective in performance To show dynamics such as fast/slow, hard/soft, sudden/sustained when executing movements i.e. turns, travels & jumps To show ability to adapt dynamics according to different styles of dance.</i></p> <p>Choreographic Skills <i>To know that a motif is short sequence of movements that is the foundation of dance choreography To show a basic motif (usually between 3-6 moves) as a starting tool for creating dance choreography To know that unison means performing the same movement/s at the same time (like a copy) To show the same action/s; jump, turn & travel at the same time - in unison with 2 or more dancers To know that canon means performing the same movement/s on after the other (like domino effect) To show the same action/s; turn, balance & gesture - one after the other - in canon with 2 or more dancers To know that dynamic means performing movements using different speed & amounts of energy (quick/slow, heavy/light) To show movements, sequences, actions e.g. demonstrate Travel by walking forward slowly - demonstrate a Turn on one foot to the left quickly</i></p> <p>Mental Skills <i>To know what movement-memory means and why it is important To show movement-memory successfully in rehearsal & performance To know what confidence is and how it impacts performance To show confidence in performing routines through facial expression & energy To know what rehearsal skills can be used to prepare for performance To show communication, planning of ideas, systematic repetition and response to feedback in rehearsal</i></p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Dance ● Students can compete in extra curricular clubs before, during and after school as well as inter school Dance competitions. ● National Curriculum

Intermediate	
Topic name	Dance
Motor Competence	<p>Physical Skills Physical Content: Know the physical skills required for dance performance & how to develop To know what strength is and why it's important in Dance To show developing strength within dance practice & performance (can push body up from the floor and/or hold bodyweight in various angles) To know what flexibility is and why it's important in Dance.</p> <p>To show developing flexibility within dance practice & performance (can achieve extended kicks at shoulder level and above head).</p> <p>To know what balance is and why it's important in Dance.</p> <p>To show developing balance within dance practice & performance (can maintain balance when landing on one foot from turns & leaps)</p> <p>To know what posture & extension are & their importance in Dance.</p> <p>To show developing posture & extension within dance practice & performance (can maintain correct posture tall spine and extend limbs when moving).</p> <p>To know what coordination is and why it's important in Dance.</p> <p>To show developing coordination within dance practice & performance (can perform complex combinations) Choreographic Skill.</p> <p>To know what a stimulus is and how it can be used to inspire choreography.</p> <p>To show developing dance ideas inspired by a stimulus (can create a still image and/or motif based on given stimulus)</p> <p>To know what choreographic intention means</p> <p>To show awareness of choreographic intention when choreographing (can explain choices of movements in relation to communicating a theme/stimulus)</p> <p>To know a range of choreographic devices and how they can be explored.</p> <p>To show use of repetition, unison/canon, dynamics, levels in rehearsal to develop choreography (can show creativity & understanding of how devices can further communicate ideas & concepts to an audience) Expressive Skills Students will know the stylistic qualities of different dances.</p>

	<p>Students will know what a stimulus is and understand this as a tool for choreography Students will know & explore both performer & non-performer roles.</p> <p>Students will know what to look for in performances through peer assessment & feedback.</p> <p>Students will respond to a stimulus creating movement according to a theme.</p> <p>Students will take on different roles within their group (Choreographer, Dancer, Rehearsal Director)</p> <p>Students will respond to feedback following peer assessments Students will collaborate to showcase their dance performances.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Dance● Students can compete in extra curricular clubs before, during and after school as well as inter school Dance competitions.● National Curriculum

Advanced	
Topic name	Dance
Motor Competence	<p><i>Expressive Skills</i></p> <p>To know what focus is and the impact on performance</p> <p>To show focus during a performance (awareness of where the dancer is looking/facing and which body parts are facing where)</p> <p>To know what characterisation is and what this looks like in dance To show characterisation during performances (able to alter movements to that of a creature e.g. 'Thriller')</p> <p>To know what projection is & why this makes a dance performance more effective.</p> <p>To show projection within a dance (able to confidently present body and energy to explicitly communicate movement/meaning)</p> <p><i>Choreographic Skills</i></p> <p>To know what a stimulus is (can reference at least 3 types including music, poem, image).</p> <p>To show a still image inspired by selected stimulus.</p> <p>To show the development of ideas using stimulus as a tool to create a movement motif.</p> <p>To know what choreographic intention means.</p> <p>To show awareness of choreographic intention when choreographing (can explain choices of movements in relation to communicating a theme/stimulus).</p> <p>To know a range of choreographic devices and how they can be explored (motif development).</p> <p>To show use of repetition, unison/canon, dynamics, levels in rehearsal to develop choreography (can show creativity & understanding of how devices can further communicate ideas & concepts to an audience)</p> <p><i>Professional Performance & Repertoire</i></p> <p>To know what a repertoire is and stylistic qualities.</p> <p>To show stylistic qualities taking part in workshops to learn repertoire.</p> <p>To know the roles/responsibilities of both choreographer & dancer To show ability to lead peers through steps (choreographer) & ability to be lead (dancer)</p>

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Dance
- Students can compete in extra curricular clubs before, during and after school as well as inter school Dance competitions.
- National Curriculum

Fitness

Developing	
Topic name	Fitness
Prior Knowledge	Students will have some prior knowledge of how to develop flexibility, strength, technique, control and balance.
Motor Competence	<p>Equipment:</p> <ul style="list-style-type: none"> To know how to use the cardio machines safely. (S1-3) To know to approach and exit a cardio machine safely. (S1-3) To know the reasoning for the use of safety clips when on the treadmill. (S1-3) To know the hazards that the cardio machines can present. (S1-3) To know what the different cardio machines are. (S1-3) To show the correct and safe way to build up speed on a cardio machine. (S1-3) <p>Exercise:</p> <ul style="list-style-type: none"> To know what a body weight exercise is. (S1-3) To know how to perform some body weight exercises with task cards for guidance. (S1-3) To know what a SMART target is. (S1-3) To know how to set a SMART target in relation to training goals with cardio machines and body weight exercises. (S1-3) To show motivation to complete exercises. (S1-3) To show resilience to continue to complete exercises after failure. (S1-3) To know that distance is an equation of speed and time. (S1-3)

	<p>To know the different units of measurement for distance. (S1-3)</p> <p>To show how to work out a partner's speed based upon their distance travelled and time. (S1-3)</p> <p>To show motivation to complete different distances on cardio machines. (S1-3)</p> <p>To know the short term effects of exercise. (S1-3)</p> <p>To show that exercise has had an effect on them through describing feelings in their head and body. (S1-3)</p> <p>To know how to take your heart rate. (S1-3)</p> <p>To know what a resting and working heart rate is. (S1-3)</p> <p>To know why these short term effects of exercise happen. (S1-3)</p> <p>To know why we rest between exercises, (S1-3)</p> <p>To know what happens to our bodies through the rest period between exercises. (S1-3)</p> <p>To know what a calorie is. (S1-3)</p> <p>To know how to find information about calories on food wrappers. (S1-3)</p> <p>To know what calorie expenditure is. (S1-3) To know why we need calories. (S1-3)</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle. ● National Curriculum

Intermediate	
Topic name	Fitness
Motor Competence	<p>Equipment:</p> <ul style="list-style-type: none"> To show the correct use of safety equipment without a teacher demonstration. (S3-4) To know what a resistance machine is. (S3-4) To show how to perform exercises on the resistance machines. (S3-4) To show how to alter the weight and by how much, safely and effectively. (S3-4) <p>Exercise:</p> <ul style="list-style-type: none"> To know what reps and sets are when exercising. (S3-4) To show some form when performing these exercises. (S3-4) To know what machines/exercises target what muscles. (S3-4) To know what the 5 main muscle groups are. (S3-4) To know some of the scientific names for muscles. (S3-4) To know that fitness can be perceived differently based upon goals. (S3-4) To show the ability to set SMART targets for resistance machines. (S3-4) To know what a warm up and cool down are. (S3-4) To show how to perform different stretches with resource cards. (S3-4) To know which stretches targets which muscle groups. (S3-4) To show leadership to deliver a warm up to a peer or group of peers. (S3-4) To know the relationship between bones, ligaments, joints and muscles. (S3-4) To know some of the different methods of training. (S3-4) To know why athletes may use a variety of training methods. (S3-4) To know what circuit training is. (S3-4) To know how circuit training can be utilised to include different methods of training To show motivation to complete circuit training. (S3-4) To show good teamwork skills by motivating your partner to complete circuit training. (S3-4) To know what the acronym HIIT stands for. (S3-4) To know an example of HIIT training. (S3-4)

	<p>To know the benefits of HIIT training. (S3-4)</p> <p>To know what the 5 physical-related components of fitness are. (S3-4)</p> <p>To show a training session designed to target two different physical-related components of fitness. (S3-4)</p> <p>To know which athletes would complete their training programme in relation to their training goals. (S3-4)</p>
Why is this being studied?	<ul style="list-style-type: none">● Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle.● National Curriculum

Advanced	
Topic name	Fitness
Motor Competence	<p>Equipment:</p> <p>To know how to use the cardio machines without support from the teacher. (S4-5)</p> <p>To know how to use the resistance machines without support from the teacher. (S4-5)</p> <p>Exercise:</p> <p>To know what a rep range is. (S4-5)</p> <p>To be able to discuss the different types of rep ranges. (S4-5)</p> <p>To be able to link rep ranges to different training goals. (S4-5)</p> <p>To know which types of athletes will use the different rep ranges. (S4-5)</p> <p>To know what muscular endurance is. (S4-5) To know the rep range for muscular endurance. (S4-5)</p> <p>To show confidence when leading a warm up and cool down to peers. (S4-5)</p> <p>To know what muscular hypertrophy is. (S4-5)</p> <p>To know the process which leads to muscular hypertrophy. (S4-5)</p> <p>To show confidence when describing the effects of exercise on our muscles when lifting weights. (S4-5)</p> <p>To know the rep range for muscular hypertrophy. (S4-5)</p> <p>To know how to safely prepare to lift heavier weights in relation to warming up on resistance machines. (S4-5)</p> <p>To know what muscular strength is. (S4-5)</p> <p>To know the rep range for muscular strength. (S4-5)</p> <p>To know the potential risks of not warming up effectively before lifting heavier weights. (S4-5)</p> <p>To show motivation to train towards our different rep range maxes. (S4-5)</p> <p>To show confidence when recapping on what HIIT is. (S4-5)</p> <p>To know how to use HIIT training with resistance machines. (S4-5)</p> <p>To know what a typical HIIT session would like in a gym. (S4-5)</p> <p>To know the difference between HIIT training and weight lifting. (S4-5)</p> <p>To know what the acronym TUT (Time Under Tension) stands for. (S4-5)</p>

	<p>To know what TUT means. (S4-5)</p> <p>To know how to implement TUT into our exercises. (S4-5)</p> <p>To show an effective TUT tempo when performing exercises. (S4-5)</p> <p>To know what happens when we increase TUT. (S4-5)</p> <p>To know what the acronym RPE (Rate of Perceived Exertion) stands for. (S4-5)</p> <p>To know what the BORG scale is. (S4-5)</p> <p>To show confidence is describing how the RPE and BORG scale are linked. (S4-5)</p> <p>To show how to implement RPE and BORG scale into our training sessions. (S4-5)</p>
Why is this being studied?	<ul style="list-style-type: none">● Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle.● National Curriculum

Football

Developing	Year 7&8
Topic name	Football
Prior Knowledge	In KS2 students will have played competitive games (modified where appropriate) applying basic attacking and defending principles. Develop flexibility, strength, technique, control and balance.
Motor Competence	<p>Passing: Know that a side foot pass is where the standing foot is close to the ball, pass with the inside of the foot, pass through the centre of the ball and follow through the ball.</p> <p>Dribbling- Know that dribbling is where you dribble with the inside and outside of your foot, keep the ball within reach/ medium touches Look up when dribbling, take weight of the ball and use small touches)</p> <p>Pass and Move- Know that passing and moving off the ball includes linking a side foot pass and movement to create space. Know that this is where you look up, use the side foot passing technique to make a pass and run into space.</p> <p>Shooting: Know that shooting successfully with some accuracy is where you have your head over the ball, aim for corners with accuracy, strike through the centre of the ball locking your ankle.</p> <p>Defending: Know that defending is where you have a low centre of gravity, side on, eyes on the ball and wait patiently to try and intercept.</p>

<p>Rules, Strategies & Tactics</p>	<p>Know that a Foul is an unfair act committed by a player deemed to be unfair by the referee. Play restarts with a free kick or a penalty kick inside of the box.</p> <p>Know that the Out of bounds rule is when the ball is classed as out of bounds when the full ball crosses the end line (goal line) or side line (touch line). The game restarts with a goal kick/corner kick from the end line depending which team touched the ball last and threw in from the sideline.</p> <p>Know that a Penalty is awarded when a foul is committed in the box a penalty is awarded to the attacking team.</p> <p>Know that there are goalkeepers, defenders, midfielders and attackers and know where each position is on the pitch.</p> <p>Know that the organisation of where each player stands on a pitch is a formation. Know that each position has a role and what this is.</p> <p>Know that wide play is and how to gain an advantage through wide play.</p> <p>Know that overloading the attack involves having more players in the attacking half than defenders and how to use this in a game.</p> <p>Know that a formation can be used to gain an advantage in a game.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Football ● Students can compete in extra curricular clubs before, during and after school as well as inter school Football competitions. ● National Curriculum

Intermediate	
Topic name	Football
Motor Competence	<p>Passing: Know that passing under pressure is where you develop timing when passing and knowing when to pass the ball in pressured situations. Know that passing under pressure is where the head is up, pass the ball once the defender approaches. Know that the correct amount of power will get the ball to reach a team mate. Know that accuracy when passing in a variety of situations in a game situation is important to maintain possession of the ball.</p> <p>Dribbling- Know that when dribbling is where you use the inside and outside of the foot, keep the ball within reach, look up when dribbling. Know that adding speed and direction to be able to dribble in different directions and to get past a defender. Know that using both feet when dribbling will improve control speed and direction. Know that at the end of a dribble a player will need to pass or shoot.</p> <p>Defending- Know that and to show man to man marking when defending (Being on your toes, decrease the space, stay close to your man) To demonstrate this in a game situation. Know that when defending you position it is important to close the space between the defender and the man with the ball. Know that timing is important when tackling to avoid giving away a free kick.</p> <p>Shooting- To know and to show the correct shooting technique when the ball is in the air (volley/half volley) To keep your eye on the ball, bring your knee up, connect with the laces into the centre of the ball. Know that creating space before shooting will create an advantage when shooting.</p>

Rules, Strategies & Tactics	<p>Know that offside is If the attacker is closer to the attacking goal than the defender they are classed to offside.</p> <p>Know that handball is If a player uses their hand in the game they are committing the handball offence.</p> <p>Know that the 6 second rule is when the goalkeeper can only hold the ball for 6 seconds.</p> <p>Know that when defending man to man marking can be used to stop a player receiving the ball.</p> <p>Know that a Counter attack is attacking quickly to gain an advantage</p> <p>Know that the Long ball- tactic is to play the ball long to get the ball in the attacking half as soon as possible. Know that a low Defensive line tactic is all players behind the ball. All players to defend the attack.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Football● Students can compete in extra curricular clubs before, during and after school as well as inter school Football competitions.● National Curriculum

Advanced	
Topic name	Football
Motor Competence	<p>Passing: Know that passing under pressure is where you develop timing when passing and knowing when to pass the ball in pressured situations. Know that passing under pressure is where the head is up, pass the ball once the defender approaches. Know that the correct amount of power will get the ball to reach a team mate. Know that accuracy when passing in a variety of situations in a game situation is important to maintain possession of the ball.</p> <p>Dribbling- Know that when dribbling is where you use the inside and outside of the foot, keep the ball within reach, look up when dribbling. Know that adding speed and direction to be able to dribble in different directions and to get past a defender. Know that using both feet when dribbling will improve control speed and direction. Know that at the end of a dribble a player will need to pass or shoot.</p> <p>Defending- Know that and to show man to man marking when defending (Being on your toes, decrease the space, stay close to your man) To demonstrate this in a game situation. Know that when defending your position it is important to close the space between the defender and the man with the ball. Know that timing is important when tackling to avoid giving away a free kick.</p> <p>Shooting- To know and to show the correct shooting technique when the ball is in the air (volley/half volley) To keep your eye on the ball, bring your knee up, connect with the laces into the centre of the ball. Know that creating space before shooting will create an advantage when shooting.</p>

<p>Rules, Strategies & Tactics</p>	<p>Offside - Students work on timing, to be able to catch the attacker offside by communicating effectively and working together as a team to ensure they step up together to make the attacker offside.</p> <p>Indirect freekick - Students understand that you can't score a goal from an indirect freekick, it has to be passed first before you can shoot. This can be through picking up a back pass or dissent to the referee.</p> <p>Pressing - The team without the ball intends to put pressure on their opposition by closing the ball with intensity to try and put pressure on the opposition to win the ball. Students know that communication is vital, being able to work together to pressurise the opposition. and win the ball back.</p> <p>Possession - Emphasis on short and accurate passing with the intention of keeping the ball for long periods of time. This will be worked through various channels to reach an advanced position to create a scoring opportunity. Students will understand the importance of winning the ball. Students know that keeping possession will have a significant effect on the opposition's aerobic endurance.</p> <p>Overlapping the wide play - The midfielder should come inside (inverted) to ensure the full back creates space and overlaps outside to create space to try and outwit the opponent. Students will understand the importance of finding space, having the ability to be able to vary their passing to create scoring opportunities. Students know that overloading wideplay will isolate their wingers/fullback.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Football ● Students can compete in extra curricular clubs before, during and after school as well as inter school Football competitions. ● National Curriculum

Gymnastics

Developing	Year 7&8
Topic name	Gymnastics
Prior Knowledge	<p>Performed basic ways of travel and balances individually and combined into a small simple sequence. Students developed basic flexibility and body tension..</p>
Motor Competence	<p>Body tension and individual balances: Know that different balances use different body parts at different levels (high, medium and low) and know the shape jumps: Straight: Arms extended up by ears, straight like a pencil, legs together, toes pointed. Tuck: Knees up to chest, knees together, hands on shins. Straddle: Legs in V shape, straight legs, flex at hips, toes pointed Pike: legs together in L shape, straight legs Dish: Shoulders squeezed into ears and pushed up, shoulders rounded-up, arms, legs, fingers & toes extended and straight, lower back rounded so no gap between back and the floor Arch: Back arched with belly on floor, body tensed with arms and legs extended straight of the ground.</p> <p>Know various paired/ group balances, and that they require body tension and hold for 3-5 seconds.</p> <p>Travel: Know different rolls as a way of travel, including log: Teddy bear roll: Legs in straddle position, roll onto one shoulder, whilst holding back of legs, then onto the other, back into starting position Side roll: Body extended straight with arms next to ears, roll onto side, belly, side then back. Straight as a pencil.</p> <p>Forward roll: tuck chin into chest, roll into shoulders not neck, hips up, keep legs straight, back up to feet.</p>

Backwards roll: roll back onto shoulders, tuck chin into chest, palms flat into floor, push back to feet. Students know how to combine different ways of travelling and balance together into a sequence.

Weight on hands: Students know how to perform a bridge: straight arms, arched back, straight legs, flat palms.

Cartwheel: Place the hand of the same side on the ground, followed by the other hand; kick the legs over the body and bring them down as the hands and body come up to a standing position. Back straight with a tight core.

Handstand: Lunge into skill, palms flat on floor, kick up to hands, straight arms and legs.

Headstand: Make triangle with head and hands, weight forehead, kick legs up straight with body tension and extension.

Students combine balance, travel and skills into a routine with a clear start and end, extension, control and flexibility.

Basic flight: Students know and can perform basic flights including, jumping on the springboard using a hurdle step. Students know to approach with speed, take off with one foot, land with two feet on springboard, swing arms for height, extend body to land on two feet on mat. They know how to land safely with bent knees, and wait 3 seconds before moving.

Students can perform basic shapes off the springboard onto the mat such as tuck, straddle, pike.

Travelling using low apparatus: Students know the various rolls and ways of travelling along the apparatus using body tension and extension. Students know and understand key vocabulary: flexibility, aesthetically pleasing, extension, body tension, control and extension.

<p>Rules, Strategies & Tactics</p>	<p>Know the health and safety around gymnastics including mats, springboard and benches.</p> <p>Know they must stop immediately on command, do not touch equipment unless asked to and to sit on the mat whilst waiting for instructions. Balances and skills must have control/ body tension with extension and flexibility. Balances must be held for 3-5 seconds. Toes must be pointed, with extended arms and legs, fingers together.</p> <p>Know that skills and routines need to be aesthetically pleasing, with body tension, control and extension. Routines must have a clear start and finish. Carefully consider the formation of routines where skills are clearly linked with various rolls and travel to improve the fluency. Difficult skills are presented at the start and end.</p> <p>Know that skills of higher difficulty can earn more points. Difficulty is known as a tariff. Techniques/ skills chosen in routine.</p> <p>Know that routine and skills that have better 'form'/ aesthetics are better than routines that are difficult but not aesthetic.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Gymnastics ● Students can compete in extra curricular clubs before, during and after school as well as inter school Gymnastics competitions. ● National Curriculum

Intermediate	
Topic name	Gymnastics
Motor Competence	<p>Students know how to perform backwards rolls to straddle/plank, one handed cartwheel, roundoff, handstand forwards roll, handstand to bridge. Students know how to link these skills together in a routine.</p> <p>Students know how to take off of a springboard and trampette using the hurdle step and land safely with two feet, waiting 3 seconds before presenting to finish.</p> <p>Students know how to perform a 1/2 twist: Rotate 180 degrees, with arms extended up next to ears, straight legs, turn head to look for twist Full twist: Rotate 360 degrees, arms extended up by ears, legs straight, turn head to look for twist.</p> <p>Students know how to perform a forward roll of the trampette: tuck chin into chest, land on top/back of shoulders, palms flat on mat, keep arms and legs straight, land back on feet. Dive forward roll: reach hands as forward as possible, rolling onto back, legs straight.</p> <p>Students know how to perform a squat onto knees on the vault: palms flat into vault, knees land on vault in between hands, back straight.</p> <p>Students know how to perform a squat onto the vault: palms flat on the vault, feet land flat on vault in between hands, shape jump off onto mat.</p> <p>Students know how to perform a straddle on the vault: hands flat on vault, push legs up straight in straddle position, hips up, feet land on vault on outside of hands.</p> <p>Students know how to perform a straddle through on vault: hands flat on vault, push legs up straight in straddle position, hips up, push with hands, legs go straight through over vault to land on crash mat with two feet.</p>

Rules, Strategies & Tactics	<p>Know the health and safety rules of using the springboard, trampette, crash mats and landing.</p> <p>Know they must stop immediately on command, do not touch equipment unless asked to and to sit on the mat whilst waiting for instructions. Balances and skills must have control/ body tension with extension and flexibility. Balances must be held for 3-5 seconds. Toes must be pointed, with extended arms and legs, fingers together.</p> <p>Students know what judges are looking for when competing on the vault and how they will lose and gain marks. Loss of height, travel/landing outside of area/ not sticking landing, lack of extension/pointed toes, form/aesthetically pleasing.</p> <p>Students know that more difficult skills earn a higher tariff, which earn higher marks. However these skills must be performed with good form and look aesthetically pleasing in order to gain good marks.</p> <p>Students may perform easier skills with better form and earn higher marks than those performing difficult skills with lower form.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Gymnastics● Students can compete in extra curricular clubs before, during and after school as well as inter school Gymnastics competitions.● National Curriculum

Advanced	
Topic name	Gymnastics
Motor Competence	<p>Students will be able to perform/ know the various advanced skills that can be performed on the floor and on the vault.</p> <p>Students will be able to perform/ know that: A forward roll across the vault has a controlled dismount, where the chin is tucked to the chest and place the top of their shoulders onto the vault.</p> <p>Handspring vault is begun with a hurdle step onto the trampette, the hands are placed on the vault facing forwards alongside the forehead in a triangle formation, kick their legs back and up straight, and push off with their hands, push hips up over shoulders, slight arch in back to land on their feet with arms up by their ears.</p> <p>Handspring vault: begun with a hurdle step onto the trampette, the hands are placed on the vault facing forwards, legs kick back and up straight, push with hands, bend knees to cushion landing, with arms up.</p> <p>Cartwheel vault: hurdle step onto trampette, place one hand at a time onto vault, keep body extended straight, turn to face the opposite way, bend knees to land with arms up. Dive forwards, roll of the trampette onto the mat with fluency and control: hurdle step, reach arms as far forwards as possible, tuck chin to chest, roll onto top of shoulders, legs straight, finish on feet, arms up.</p> <p>Forwards somersault of the trampette with a safe controlled landing: hurdle step, arms up on take off, push hips up, tuck/pike in tight, bend knees to land with arms up.</p> <p>Barani off the trampette with a safe controlled landing: hurdle step, arms up on take off, push hips up, tuck in, somersault first then twist with a straight body to land facing the other way. Students will then be able to compete 2 chosen vaults in a competitive situation, whilst also understanding how to assess/ score their peers out of 10, based on their 'form' and 'tariff' (aesthetically pleasing/ difficulty).</p>

<p>Rules, Strategies & Tactics</p>	<p>Know the health and safety rules of using the springboard, trampette, crash mats and landing. Know they must stop immediately on command, do not touch equipment unless asked to and to sit on the mat whilst waiting for instructions.</p> <p>Balances and skills must have control/ body tension with extension and flexibility. Landing must be held for 3-5 seconds. Toes must be pointed, with extended arms and legs, fingers together. Know the component of fitness and skills needed in gymnastics.</p> <p>Students know what judges are looking for when competing on the vault and how they will lose and gain marks. Loss of height, travel/landing outside of area/ not sticking landing (3 seconds), lack of extension/pointed toes, form/aesthetically pleasing, arms not up on takeoff, bent arms and leg.</p> <p>Students know that more difficult skills earn a higher tariff, which earn higher marks. However these skills must be performed with good form and look aesthetically pleasing in order to gain good marks. Students make the decision to either perform lower tariff skills with perfect form and to score higher marks or perform vaults with higher tariffs, which may compromise form, as they know that vaults will be scored on tariff difficulty but also form/how aesthetically pleasing it looks.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Gymnastics ● Students can compete in extra curricular clubs before, during and after school as well as inter school Gymnastics competitions. ● National Curriculum

Netball

Developing	Year 7&8
Topic name	Netball
Prior Knowledge	<p>Students should have been taught: - Use running, jumping, throwing and catching in isolation and in combination. - play competitive games modified where appropriate - Netball or High 5 Netball applying basic principles of attacking and defending. - develop flexibility, strength, technique, control and balance. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
Motor Competence	<p>Passing: Know that technique is used to to execute a range of passes with accurate and successful delivery. (S1-3) Know that a Chest pass requires feet shoulder width apart and knees bent, hands in a W on the ball with elbows tucked in, extend the arms and step into the pass leaving the back of hands facing one another and thumbs down pointing at the target with fingers.</p> <p>Know that bounce pass requires feet shoulder width apart and knees bent, hands in a W on the ball at waist level elbows tucked in, extend the arms and step into the pass pushing the ball with the fingers releasing 3/4 between their partner arriving at the chest.</p> <p>Know that shoulder Pass requires feet shoulder width apart with opposite foot to throwing arm forward. Ball support in one hand back above head height and behind the head, elbow at 90 degrees and fingers spread stepping forward and transferring weight projecting the ball forward and following through by pointing the fingers in the direction of the pass and palms down.</p> <p>Know that overhead requires two hands positioned on the ball behind the head, with a loopy drop ball to your partner. Footwork: Know that pivoting is to turn and face a player. Players should keep Eyes on the ball and be ready to catch the ball in the air. Know which is your landing and pivoting foot by jumping and landing on one foot (landing) bending your knees. Bring the ball to protect it. Using</p>

	<p>your second foot (pivoting) turn the hip to face the direction of pass stepping a number of times. Know that the foot to pivot on when landing on one/two is the first touch the floor/pick one.</p> <p>Shooting: Know that when shooting with some accuracy hold the ball two hands at the back and side whilst balance, bend your knees to push and extend the arms with a slight flick to project forward keeping the trunk straight.</p> <p>Defending: Know that when marking the ball stand 1m away, eye on the ball, on tiptoes, arms up and extended over the ball) Know what techniques to use when blocking to prevent a player gaining ground on the court. Know that blocking with the body, arms down and not making contact, denies space.</p>
<p>Rules, Strategies & Tactics</p>	<p>Know that a Netball team of 7 players each wearing a specific lettered bib.</p> <p>Know that when receiving the ball feet must land simultaneously or in a '1-2' fashion where first landing foot is the pivot (Footwork)</p> <p>Know that a player can only hold the ball for 3 seconds.</p> <p>Know that a game of netball is started with a Centre Pass (receiving in the centre) of the court. Know that the first centre is determined by a toss of a coin, and then follow this using Odds and evens when scoring.</p> <p>Know that Offside is when a player with or without the ball cannot move into an area of the court that is not designated for their position.</p> <p>Know that when Shooting a player must be inside the circle</p> <p>Know that Obstruction is when a player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball.</p> <p>Know that Contact occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate.</p> <p>Know that there are 7 positions and what they are.</p> <p>Know that each position starts where and where allowed.</p> <p>Know that each player has a role and what this is.</p> <p>Know that the most effective player to make a free pass.</p> <p>Know that a certain pass should be used at a particular part of the game.</p> <p>Know that a throw in can gain advantage on the court when thrown Narrow, Wide and Back.</p>

	<p>Know that the benefits are to marking your own player reduces the opportunity to gain possession.</p> <p>Know that Centre Pass can be passed Narrow, Wide and Back.</p> <p>Know that a Centre Pass can be marked 1 on 1</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Netball● Students can compete in extra curricular clubs before, during and after school as well as inter school Netball competitions.● National Curriculum

Intermediate	
Topic name	Netball
Motor Competence	<p>Movement: Know that a benefit is to deny space (Use the body to block a player gaining ground without making contact). Know that the centre pass options are attacking (Narrow, wide, back). Know that the centre pass options are defending (double mark with the centre, mark on the inside, change of pace for interception). Know that Change of Pace/direction in movement around the court. Know that effective use of centre passes by attacking with various plays/opt and not always the same player.</p> <p>Passing: Know that a fake pass is going to make a pass while looking, but actually passing in another direction to fool an opponent. Know that one hand control of the ball is when gaining possession from an interception, bring the ball down under control. Know that passing on the move you have to release the ball before the landing foot hits the floor causing footwork.</p> <p>Shooting: Know that there should be an ability to shoot from different points whether this is close to the post, alongside, front, near and far with accuracy.</p> <p>Attacking: Know that double dodge is a way to attack by going one way and then back by pushing off, roll off by going up to a player, turning on your foot to roll and go in the opposite direction.</p> <p>Defending: Know that technique to use when a defender is blocking a shot is to stand tall and balanced, arms up over the ball, with the second arm ready to intercept. Once released, turn and block the player to gain rebound. Know that when denying space you block the player using the body. Know that gaining possession from a rebound involves playing jumping and gaining possession first. Know that defending from behind means a player will be closest to the post (goalside) and stop the player getting close to the post.</p>

Rules, Strategies & Tactics

Know that **Over a Third** is when the ball cannot be thrown over a complete third of the court without being touched or caught by a player.

Know that **Breaking** is when a player steps into the centre of the court before the game is restarted.

Know that **delaying play** is not being onside by the time the centre steps into the circle.

Know that **Simultaneous Contact/Possession** is why two players on opposite teams grab or knock into each other at the same time.

Know that **Free Pass is** taken from where foul was committed, given for replay, offside, footwork, 3 second rule.

Know that a **Penalty Pass/Shot** is as above, but a player who committed foul must stand by the side of the opponent, given for contact, obstruction.

Know that **Foot on the Line** is when a player has their foot on the line when making a free pass.

Know that **Replaying the Ball** is when a player cannot replay the ball, either by bouncing it to themselves to gain control or by catching it after dropping/throwing it.

Know that a dodge is when a play goes one way, but pushed and actually goes the other changing direction.

Know that a double dodge is when a player changes direction twice, pushing off their outside foot to change direction.

Know that Blocking is when a player will use his body to stop a player gaining ground on the court which can lead to a player making contact.

Know that a certain pass should be used at a particular part of the game.

Know that a throw in can gain advantage on the court when thrown Narrow, Wide and Back.

Know that the benefits are to marking your own player reduces the opportunity to gain possession.

Know that Centre Pass can be passed Narrow, Wide and Back. Know that a Centre Pass can be marked 1 on 1.

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Netball
- Students can compete in extra curricular clubs before, during and after school as well as inter school Netball competitions.
- National Curriculum

Advanced	
Topic name	Netball
Motor Competence	<p>Movement: Know that a player can turn in the air in order to turn to face another player and pass the ball when leading. This is done by jumping, turning 90/180 in the air ready to land and release). Know that a player can declare from speed at different points in the game (eg a GA could run in from the centre court, solid stop and shoot).</p> <p>Know that a player can turn from a Sprint movement by pushing off on the correct foot to show agility.</p> <p>Passing: Know that a player can use the ball on either side of the body whether this is passing or catching.</p> <p>Know that a player can hold the ball (up to 3 seconds) timing releasing the ball and based on the location of the defender release the ball to reduce the risk of interception.</p> <p>Know that a player can perform and have options under pressure from a defender (bounce, overhead mainly and utilise these).</p> <p>Know that a player who has landed on one front can step around pass landing on the first foot and then moving to their second stepping next to/around a player and releasing the ball.</p> <p>Know that a player can control the ball, hooking into the ball and bringing this down to the body to control before releasing again.</p> <p>Shooting: Know that a defender has to be 1m from the landing foot which means a player could step forwards/back to shoot but must remain balanced on one foot.</p> <p>Know that a player can hold their pace in order to create space behind them to shoot. A player would do this by marking their opponent to the edge of the circle, receiving a pass overhead and moving at the correct point when the ball is above them, to drop and catch without being intercepted.</p> <p>Know that shooters within the circle and quickly pass between themselves and move to create opportunities to get closer to the post. They can set up to shoot, but actually make a pass to their teammate.</p>

Attacking: Know that a player can lunge to catch to maintain their space and bring this ball back.
Know that a player has spatial awareness covering all areas of the court their player is allowed and utilising the space.
Know that a player can create space by moving into this to receive a pass.
Know that a player can read the play predicting where the ball is going to be passed too and watching for the cues that gives this away. Eg eye contact, body position etc.
Know that a player can give away body cues about their next move - passing, shooting etc.
Know that a player can affect the game by the timings of their movement. eg holding on a centre and not moving straight on the whistle.
Know that a player can be set up to shoot, pass back out to the edge of the circle and back into another space making a triangular pattern with the ball. This is short, sharp and fast and does not often leave the defender time to get round to intercept but brings the player closer/in a better position to shoot.
Know that a player seeks the option of feeding on the edge of the circle on a back line and then pass in.
Know that a player can use a basic screen to obstruct a player from gaining ground.

Defending: Know that a player can be double defended or marked. This could be a GS in the circle in front and behind (but not squishing) or double marking a player on the centre pass (centre onto another player).
Know that when a shot is missed strategies for rebound include the timing of the jump height to gain possession of the ball and where the next pass goes.
Know that two players can be onto one to decrease space and increase the chances of gaining possession/an interception.
Know that when a defender is removed due to contact/obstruction, both should split the circle at the further points to reduce the chances of the one final defender gaining possession/ an interception.
Know that when marking/ defending there are positional choices when defending a shot. This can be balance, jumping when shooting and when marking, behind/infront/at the side. This depends on the ability of the player, their tactic and their strengths.

Rules, Strategies & Tactics

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Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Netball
- Students can compete in extra curricular clubs before, during and after school as well as inter school Netball competitions.
- National Curriculum

Developing	
Topic name	OAA- Team Building/Problem Solving
Prior Knowledge	Students will have taken part in outdoor and adventurous activity challenges both individually and within a team.
Motor Competence	<p>To know that to work in a team effectively I must verbally and physically share my ideas and listen to other team members to ensure we have the most successful outcomes.</p> <p>To know that when working in a team we can work together to create strategies to outwit the opposition using both our strengths and weaknesses and utilising all team members to their best capabilities.</p> <p>To know that when communicating with others verbal communication allows students to share thoughts and opinions</p> <p>To know that when competing against opponents it is important to recognise their strengths and weaknesses so that my team can use a strategy that tries to dampen the other team's chances of success.</p> <p>To know that when organising my team it is useful to know everyone's opinions to ensure everyone has an input and to plan a strategy that helps all in the team feel empowered and allow the team to be successful.</p> <p>To know that non verbal communication is using hand signals to give information to others. To know when to use verbal and nonverbal communication to provide information in order to complete a given task.</p>

<p>Rules, Strategies & Tactics</p>	<p>To know that the game should be played fairly with all team members being included. To ensure that students must encourage and help others in their team. To know that organising the team and using the correct strategy will help your team build a successful plan and the best possible chance of winning. To also know that each individual in a team has a role that suits their strengths and weaknesses. To ensure that everyone in the team feels empowered and has a voice when planning an activity. To know that giving team members a role can allow the team to work more efficiently and gain an advantage over other teams Know that implementing maths skills can help gain an advantage over other teams.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle ● National Curriculum

Intermediate	
Topic name	OAA- Orienteering
Motor Competence	<p>To know how to effectively use verbal and nonverbal communication with other team members in order to be successful when orienteering.</p> <p>To know how to effectively use problem solving strategies such as the planning on a map as well as team members roles in order to be successful when orienteering and using the map.</p> <p>To know how to take leadership responsibility such as verbally expressing my opinions and ideas in group discussions, helping my team with a successful plan when orienteering.</p> <p>To know that as well as adding my own thoughts and opinions, I must collaborate and listen to other team members in order to come up with the best plan for success when orienteering.</p> <p>To know how to use my map by orienting it and by using thumbing by placing my thumb on the map to locate where I am on the map as an effective skill in order to be successful when orienteering.</p> <p>To know how to take a map bearing by working out the numbers at the top, bottom and middle of the map and understand orienteering symbols such as trees and paths using the map key, as effective tools in order to be successful when orienteering.</p> <p>To know that an orienteering course starts with a triangle on the map.</p> <p>To know that using line features on the map can help you navigate to the next control point.</p> <p>To know how to use catching features to help navigate you to the next control point.</p> <p>To know that the scale of the map affects the distance between points.</p> <p>To know that symbols on a map represent real world objects. To know that these can help identify a control point.</p>
Rules, Strategies & Tactics	<p>To know that you should follow the map and order of points indicated on the map to be successful and not be penalised during a competition.</p> <p>To know that you should stick to your own team's map and strategy and not try to copy other teams tactics and answers.</p> <p>To know that organising the team and using the correct strategy when team building and orienting through a map to collect all the points as quickly as possible.</p> <p>To also know that each individual in a team has a role that suits their strengths and weaknesses.</p> <p>To know that giving team members a role can allow the team to work more efficiently and gain an advantage over other teams</p>

	Know that implementing maths skills can help gain an advantage over other teams.
Why is this being studied?	<ul style="list-style-type: none"> • Students can take part in extra curricular clubs before, during and after school. This allows students to understand how to stay active and lead a healthy and active lifestyle • National Curriculum

Advanced	
Topic name	OAA- Orienteering
Motor Competence	<p>To know how to effectively use verbal and nonverbal communication with other team members in order to be successful when orienteering.</p> <p>To know how to effectively use problem solving strategies such as the planning a on a map as well as team members roles in order to be successful when orienteering and using the map</p> <p>To know how to to take a leadership responsibility such as verbally expressing my opinions and ideas in groups discussions, helping my team with a successful plan when orienteering</p> <p>To know that as well as adding my own thoughts and opinions, I must collaborate and listen to other team members in order to come up with the best plan for success when orienteering.</p> <p>To know how to use my map by orienting it and by using thumbing by placing my thumb on the map to locate where I am on the map as an effective skill in order to be successful when orienteering.</p>

	<p>To know how to take a map bearing by working out the numbers at the top, bottom and middle of the map and understand orienteering symbols such as trees and paths using the map key, as effective tools in order to be successful when orienteering.</p> <p>To know that a line event consists of completing the course in number order (1,2,3 and so on)</p> <p>To know that in a score event participants can find controls in any order with the goal to complete all control points in the quickest time.</p> <p>To know that a scatter event is where participants visit as many control points in a set time limit.</p> <p>To know that an attack point is a large or obvious feature near a control point that will be easy to find.</p> <p>To know that is a technique used when heading towards a control that is on, or near, a catching feature that is at right angles to the direction of travel.</p>
<p>Rules, Strategies & Tactics</p>	<p>To know that you should follow the map and order of points indicated on the map to be successful and not be penalised during a competition.</p> <p>To know that you should stick to your own team's map and strategy and not try to copy other teams tactics and answers.</p> <p>To know that organising the team and using the correct strategy when team building and orienting through a map to collect all the points as quickly as possible.</p> <p>To also know that each individual in a team has a role that suits their strengths and weaknesses.</p> <p>To know that giving team members a role can allow the team to work more efficiently and gain an advantage over other teams</p> <p>Know that implementing maths skills can help gain an advantage over other teams.</p> <p>To know that using an attack point can make it easier and quicker to find a control point.</p> <p>To know that aiming off towards a catching feature can make it easier to find the control point during difficult terrain.</p>

Why is this being studied?

- National Curriculum

Rounders

Developing	Year 7&8
Topic name	Rounders
Prior Knowledge	Play competitive striking and fielding games modified where appropriate - develop flexibility, strength, technique, control and balance. - basic running, throwing/catching skills
Motor Competence	<p>Throwing/catching:</p> <p>To know that you need to use your strong hand to swing back by the hip then forward to release for an underarm throw.</p> <p>To know that you need to stand side on with strong arm/elbow high and rotate to release for an overarm throw.</p> <p>To know you step into both throws for power/balance.</p> <p>To know what context to use each throw.</p> <p>To know that you must present a target to receive the ball.</p> <p>To know that you should present soft hands and pull the ball into the body.</p> <p>Bowling:</p> <p>To know that the technique to bowl in Rounders is underarm.</p> <p>To know that you need to step forward with the opposite foot than the bowling arm as this will help with balance.</p> <p>To know that you release the ball aiming at backstops hands and follow through with a step to generate power.</p> <p>Batting:</p>

	<p>To know that the technique used to make contact with the ball and bat correctly is that you stand side on to the bowler.</p> <p>To know that you hold the bat with one hand (strong hand) elbow high and back.</p> <p>To know that you twist your upper body to follow through with the strike.</p> <p>Fielding:</p> <p>To know that to perform the long barrier you need to first track the ball.</p> <p>To know to get your body and feet behind the ball and low to the ground.</p> <p>To know that you stop the ball in front of your legs using your arms.</p> <p>To know that you have a leg flat on the floor with your knee touching the heel of your foot to ensure no gaps in the barrier.</p> <p>To know that the role of deep fielders is to throw the ball far.</p> <p>To know that the fielders can get the batter out by stumping the base they are running towards.</p>
<p>Rules, Strategies & Tactics</p>	<p>To know that they should run on the outside of the bases.</p> <p>To know that they should carry the bat with you throughout your run.</p> <p>To know that they should not step out of the batting square when batting.</p> <p>To know that they should stay in the bowling square when bowling.</p> <p>To know that they should not obstruct the batters when fielding.</p> <p>To know the main fielding positions (backstop, bowler, fielders)</p> <p>To know that each position has a role and what that role is.</p> <p>To know that there are 9 fielders on the field.</p> <p>To know that choosing which throw to use in which context can impact the game.</p> <p>To know that fielders should aim for 2nd/4th base to stop batters from scoring/get them out.</p> <p>To know that placing pupils with a strength in overarm in the deeper field will enhance chances to win.</p>

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Rounders
- Students can compete in extra curricular clubs before, during and after school as well as inter school Rounders competitions.
- National Curriculum

Intermediate	9&10
Topic name	Rounders
Motor Competence	<p>Throwing/catching:</p> <ul style="list-style-type: none"> To know that they should apply the correct amount of pressure to apply when throwing. To know that being able to throw under pressure impacts the outcome. To know that accuracy of the throw affects the outcome of the game. To know that the correct timing of the throw impacts the game. <p>Bowling:</p> <ul style="list-style-type: none"> To know that using a variety of bowling techniques during a game impacts the batters ability to strike. To know that to deliver a fast bowl you need to apply greater power/speed to the bowl. To know that to perform a donkey drop bowl you must release the bowl high but ensure it falls between head/knee in time. To know that the bowler should aim for backstops hands. To know that to apply spin on the ball the bowler should twist on release and push off from index finger. <p>Batting:</p> <ul style="list-style-type: none"> To know that the batter should transfer weight to add power to the strike. To know that the batter should hit the ball flat. To know the importance of foot positions for the direction of the strike. To know that the batter should follow through the strike correctly. <p>Fielding:</p> <ul style="list-style-type: none"> To know that retrieving the ball involves picking it up as soon as you can. To know that to perform a quick pick up it should be in 1 fluid movement. To know that the impact of performing a quick pick up can positively impact the game. To know that choosing which throw to use after the quick pick up can impact the game. To know that deep fielders can and should be used to back up other fielders on bases.

<p>Rules, Strategies & Tactics</p>	<p>To know that backwards hit rule involves stopping at first base with the option to run to 2nd base once the ball travels over the line.</p> <p>To know that batters must keep in contact with each base if you stop.</p> <p>To know that batters must hit 4th base when passing.</p> <p>To know that 2 consecutive no balls is 1/2 a rounders.</p> <p>To know that the positions in the triangle are 1st, backstop, bowler.</p> <p>To know that each of these positions have a vital role.</p> <p>To know that there is a “hole” position.</p> <p>To know that using the triangle to get batters out quicker To know that when a backhand batter enters all team members should move around.</p> <p>To know that attempting to get the “live” runner out first then other runners will impact the game.</p> <p>To know that directional batting into space allows the batter a better chance of gaining a rounder for their team.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Basketball ● Students can compete in extra curricular clubs before, during and after school as well as inter school Basketball competitions. ● National Curriculum

Advanced	
Topic name	Rounders
Motor Competence	<p>Bowling: To know that varying the bowl depending on the batter will exploit the batting team. To know that using a 3 step run up or a curved run up will add speed/pace to the ball. To know that delivering a spin bowl consistently without no balls will impact the game.</p> <p>Batting: To know that the backhanded hit involves changing the position of the bat, the strike back handed when the bowler releases the ball. To know that using the batting box to their advantage, by changing position (back, left, right) will exploit the opposite team. To know that foot placement will allow the batter to exploit spaces in the field. To know that decision making on the bases and having the ability to “steal another base” impacts the game.</p> <p>Fielding: To know that retrieving the ball and throwing the ball back from the outer field into the 3rd/4th base is in one fluid movement. To know that the accuracy of the throw will impact the game. To know that backstop will move to 4th base and bowler will move to 3rd base when the bat connects with the ball.</p>
Rules, Strategies & Tactics	<p>To know that backwards hit rule involves stopping at first base with the option to run to 2nd base once the ball travels over the line To know that batters must keep on contact with each base if you stop To know that batters must hit 4th base when passing To know that 2 consecutive no balls is 1/2 a rounders. To know that the positions in the triangle are 1st, backstop, bowler To know that each of these positions have a vital role To know that there is a “hole” position. To know that using the triangle to get batters out quicker To know that when a backhand batter enters all team members should move around. To know that attempting to get the “live” runner out first then other runners will impact the game To that directional batting into space allows the batter a better chance of gaining a rounder for their team.</p>

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Rounders
- Students can compete in extra curricular clubs before, during and after school as well as inter school Rounders competitions.
- National Curriculum

Rugby

Developing	Year 7&8
Topic name	Rugby
Prior Knowledge	<p>Played competitive games (modified where appropriate) applying basic attacking and defending principles when playing touch rugby</p> <p>Develop flexibility, strength, technique, control and balance.</p>
Motor Competence	<p>Passing - To know that when passing they must hold the ball in 2 hands, bring their opposite foot forward and then pass the ball from their pocket to their target.</p> <p>Running - To know that when running with the ball in rugby they must have the ball in 2 hands while running on the balls of their feet so they can easily change direction (agility). This will help them when needing to change direction as they can step off one foot and accelerate.</p> <p>Defending - To know that when defending in rugby they must be stood arm width apart in a straight line, moving side to side to prevent the opposition from running through any gaps.</p> <p>Draw & Pass - To know that when outwitting an opponent by passing they must run at their opponent to attract attention, then before contact step to the opposite side and pass the ball to their teammate in open space.</p> <p>Attacking & Supporting - To know that when attacking and supporting they must stand behind their teammate, then accelerate to receive the ball so they are running onto the ball to threaten the defence.</p>

<p>Rules, Strategies & Tactics</p>	<p>To know that 5 points are given for a try.</p> <p>To know that if the ball is dropped forwards a scrum is awarded.</p> <p>To know that a Lineout is awarded when the person with the ball or the ball touches the out of bounds line or past it.</p> <p>To know that you must pass Backwards and that if the ball goes forward, a scrum to the opposing team is awarded.</p> <p>To know that they must stay behind the ruck to avoid being offside and awarding the opponent with a penalty.</p> <p>To know that when defending they must stay in a Defensive line to make it harder for the attacking team.</p> <p>To know that when attacking they must stand in an attacking, diagonal line so they can run onto the ball to make it harder for the defending team.</p> <p>To know that when passing the ball to quick players on the wing and having larger, stronger players in the middle to create space for the quick players</p> <p>To know that where to have different players on the pitch based on their attributes</p> <p>To know that how to attack (Diagonal line) and defend (Straight line)</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Rugby ● Students can compete in extra curricular clubs before, during and after school as well as inter school Rugby Competitions ● National Curriculum

Intermediate	Year 9 &10
Topic name	Rugby
Motor Competence	<p>Tackling - To know that when tackling, they must have their eye to the opponents thigh, then place their foot in between the opponents to then place their cheek on the opposition bum cheek and wrap their arms to get the opponent down.</p> <p>Rucking - To know that when rucking they must stand with feet wide, knees slightly bent and grab their teammate on the floor with rounded shoulders so that they are in a strong position to protect the ball.</p> <p>Mauling - To know that when mauling they must go into contact backwards with their teammates driving them forwards with their shoulders to move either team forward.</p> <p>Passing & Looping - To know that when passing and looping they must pass to their teammate and then running behind them to the other side so they are giving them an option and opening up space to make it difficult for the opposition.</p>
Rules, Strategies & Tactics	<p>To know that when Tackling, they must do below the opponent's chest to avoid awarding the opposition with a penalty.</p> <p>To know that a Penalty is awarded if you enter the maul at the wrong side or not 'through the gate'?</p> <p>To know that a Penalty is awarded if you get the ball when not on your feet/supporting your body weight.</p> <p>To know that a scrum is awarded if the opponent drops the ball forward, knocks on.</p> <p>Overloading an area - Know that Overloading a side of the pitch so that it creates space on the opposite side</p> <p>Kicking - Know that kicking in open areas will make the defenders turn and pressure a turnovers</p> <p>Know where to have different players on the pitch based on their attributes (Wide, quick/Middle big and slow/Middle-wide, quick and nimble)</p> <p>Having a basic formation to outwit the opponent and fill the pitch to attack and defend effectively</p>

Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Rugby● Students can compete in extra curricular clubs before, during and after school as well as inter school Rugby Competitions● National Curriculum

Advanced	Year 11
Topic name	Rugby
Motor Competence	<p>Tackling - To know that when tackling you must position your body with correct technique, using the tower of power then using your footwork to get into the correct position to then drive your opponent back with your shoulder.</p> <p>Rucking (Defending) - To know that when defending a Ruck you use the tower of power position, then round your shoulders and grab your teammate so you are in a strong position to protect the ball and regain possession.</p> <p>Outwitting an opponent - To know that when outwitting an opponent you must make the correct decision to either run into the open space with the ball in 2 hands using your footwork to manoeuvre around the opposition or draw the opposition in by running at your opponent to open up the space and pass.</p> <p>Rucking (Attacking) - To know that when attacking a Ruck you use the tower of power position, then round your shoulders and drive the opposition off the ball so that your team wins possession of the ball.</p> <p>Mauling - To know that when mauling you must drive into contact with your shoulder and turn your body so your teammates can retrieve the ball easily and drive you forward so that you can get closer to the opponents try line and score.</p>

<p>Rules, Strategies & Tactics</p>	<p>To know that a Penalty is awarded if you enter the maul at the wrong side or not 'through the gate'?</p> <p>To know that a Penalty is awarded if you get the ball when not on your feet/supporting your body weight.</p> <p>To know that a scrum is awarded if the opponent drops the ball forward, knocks on.</p> <p>Overloading an area - Know that Overloading a side of the pitch so that it creates space on the opposite side</p> <p>Kicking - Know that kicking in open areas will make the defenders turn and pressure a turnovers</p> <p>Know where to have different players on the pitch based on their attributes (Wide, quick/Middle big and slow/Middle-wide, quick and nimble)</p> <p>Having a basic formation to outwit the opponent and fill the pitch to attack and defend effectively</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Rugby ● Students can compete in extra curricular clubs before, during and after school as well as inter school Rugby Competitions ● National Curriculum

Table Tennis

Developing	Year 7&8
Topic name	Table Tennis
Prior Knowledge	<p>Students should have been taught: - Use running, jumping, throwing and catching in isolation and in combination. - play competitive games modified where appropriate - - develop flexibility, strength, technique, control and balance. - compare their performance with previous ones and demonstrate improvement to achieve their personal best. Students will have had the opportunity to use a racquet to hit a ball, this could have been through tennis or badminton. Students should have had the opportunity to hit a ball but not necessarily been taught the technique of how to do this successfully.</p>
Motor Competence	<p>Hand Eye Coordination: <i>Know that</i> hand eye coordination is the ability of the body to coordinate hand movement based on information from the eyes. <i>Know that</i> good hand eye coordination helps a player to hit the ball more accurately. <i>Know that</i> good hand eye coordination improves consistency of performance. <i>Know that</i> good hand eye coordination increases the chances of being successful.</p> <p>Grip: <i>Know that</i> when holding a table tennis bat the handshake grip is important to be an effective player. <i>Know that</i> you should hold the handle in the palm of your hand and let the bat head fit snugly into a "V" shape formed by your thumb and first finger. <i>Know that</i> for better control, let your thumb and first finger lie roughly parallel with the straight edge of the rubber at the base of the racket head. <i>Know that</i> the remaining three fingers should then be wrapped around the handle to provide stability. Hold the handle firmly, but not tightly, imagining the bat to be an extension of your hand and forearm. <i>Know that</i> this grip should remain constant during play.</p>

Push Shot (Forehand): *Know that* a player should adopt a 'ready position', feet shoulder-width apart, knees slightly bent and palm facing **outwards**, moving their weight slightly forward to transfer power into the shot.

Know that a player should make contact with the ball in the centre of the bat using a short and controlled stroke.

Push Shot (Backhand): *Know that* a player should adopt a 'ready position', feet shoulder-width apart, knees slightly bent and palm facing **inwards**, moving their weight slightly forward transferring power into the shot.

Know that a player should make contact with the ball in the centre of the bat using a short and controlled stroke.

Forehand Drive: *Know that* a player should adopt a 'ready position' with the bat around waist height, palm facing **outwards**, closing the bat angle slightly and rotating backwards from the waist.

Know that as the ball approaches, to rotate forward and move the bat forwards and up.

Know that a player must make contact with the ball just in front of the body.

Know that the contact should be quite flat, roughly in the middle of the bat.

Know that the bat should follow through and finish in front of your body.

Backhand Serve: *Know that* a player should stand on the balls of their feet, with knees slightly bent.

Know that a player should face sideways with shoulders pointing towards the target.

Know that a player should hold the ball in front of the body with one hand, whilst the other holding the bat is held back with palm facing **inwards**.

Know that body weight should be on the back foot. *Know that* a player should look to keep low.

Spin: *Know that* spin can be Backspin, Sidespin or Topspin.

Know that Topspin is produced by starting your stroke below the ball and brushing the bat on the ball in an upwards and forwards motion.

Know that Backspin is made by starting your stroke above the ball and brushing the bat against the ball in a downwards and forwards motion.

Know that Sidespin is produced by brushing your bat in a sideways motion as you hit the ball.

<p>Rules, Strategies & Tactics</p>	<p><i>Know that</i> a player must stand behind the table.</p> <p><i>Know that</i> players are not allowed to touch the table with their non-bat hand.</p> <p>Know that the ball must be tossed up at least 6 inches when serving.</p> <p><i>Know that</i> to win a game a player must score 11 points.</p> <p><i>Know that</i> when serving, the ball must hit both sides of the table.</p> <p>Know that each person will serve twice before the serve alternates to your opponent.</p> <p>Know that if the score is 10-10 the same needs to be won by 2 clear points and the serves alternate after 1 serve each.</p> <p><i>Know that</i> a serve that touches the net on the way over is a "let".</p> <p>Know that volleys are not allowed.</p> <p>Ball Placement - <i>Know that</i> playing the ball to the same part of the table makes it less difficult for an opponent to retrieve.</p> <p>Net Proximity - <i>Know that</i> keeping the ball low over the net makes it more difficult for an opponent to return.</p> <p>Speed of Play - <i>Know that</i> changing the speed of the ball makes an opponent work harder.</p> <p>Know that using a variety of shots increases a players chances of being successful.</p> <p>Know that varying the depth and height makes it more difficult for an opponent to return the ball.</p> <p>Know that using spin makes it more difficult for an opponent to return the ball.</p>
<p>Why is this being studied?</p>	<ul style="list-style-type: none"> ● Students will have the opportunity to be competitive and develop competence in Table Tennis ● Students can compete in extra curricular clubs before, during and after school as well as inter school Table Tennis competitions. ● National Curriculum

Intermediate	
Topic name	Table Tennis
Motor Competence	<p>Backhand- To know that backspin will slow the ball down when hitting the table. To know to stand in the ready position, and 'chop' underneath the ball, to know that the angle of the bat needs to be slightly open. To know that when performing the backhand push shot with backspin adding speed and power onto the shot will add depth and vary the placement of the ball on the table.</p> <p>Forehand- To know that backspin will slow the ball down when hitting the table. To know to stand in the ready position, and 'chop' underneath the ball, to know that the angle of the bat needs to be slightly open. To know that when performing the forehand push shot with backspin adding speed and power onto the shot will add depth and vary the placement of the ball on the table.</p> <p>Serving- To know that when serving you need to be in the ready position and use the forehand push or backhand push shot, holding the ball in one hand and chopping down on the back of the ball to create backspin. To know that to develop top spin when serving it requires one hand on the ball to be thrown up 15inch and to go over the top of the ball to create top spin. To know that adding power and speed on serving can change the depth and direction on the ball to place this around the table.</p> <p>Smash Shot- To know that when performing a smash shot requires to be in the ready position, using the forehand shot to hit the ball at the highest point adding power and direction and closing the angle of the bat to hit the ball down at the table.</p>

Rules, Strategies & Tactics

Rally- When playing a game the ball must be hit over the net and can only bounce once on your opponent's side before they return the ball.

Let serve- When serving, if the ball hits the net and bounces on your opponent's side then a let serve is awarded and the server will serve the ball again.

Serving- The ball must be placed in an open palm, thrown up at least 15cm and served behind the solid white line on the table.

Ball Placement- To know that when varying the placement of the ball on the table (short/long/Left/Right) this will move your opponent around the table creating an advantage for space on the table to hit the ball.

Back Spin- Know that during a rally, adding backspin on the ball will change the speed of the ball once hitting your opponents side slowing the ball down. This can make it more difficult to return the ball.

Top Spin- Know that during a rally, adding backspin on the ball will change the speed of the ball once hitting your opponents side speeding the ball up. This can make it more difficult to return the ball.

Playing to opponents weakness- Know that during a game, playing to your opponent weaker hand will make it more difficult for them to return the ball

Varying Speed and Power- Know that in a rally varying the speed and power will make the ball bounce short or long on your opponent's side of the table. This will make your opponent have to move towards the net or backwards making them move around creating more space to win the point.

Why is this being studied?

- Students will have the opportunity to be competitive and develop competence in Basketball
- Students can compete in extra curricular clubs before, during and after school as well as inter school Basketball competitions.
- National Curriculum

Advanced	
Topic name	Table Tennis
Motor Competence	<p>Backhand Drive: <i>Know that a player should adopt a 'ready position' with the bat around waist height, palm facing inwards, closing the bat angle slightly and rotating backwards from the waist. Know that as the ball approaches, to rotate forward and move the bat forwards and up. Know that a player must make contact with the ball just in front of the body. Know that the contact should be quite flat, roughly in the middle of the bat. Know that the bat should follow through and finish in front of the body.</i></p> <p>Forehand Drive: <i>Know that a player should adopt a 'ready position' with the bat around waist height, palm facing outwards, closing the bat angle slightly and rotating backwards from the waist. Know that as the ball approaches, to rotate forward and move the bat forwards and up. Know that a player must make contact with the ball just in front of the body. Know that the contact should be quite flat, roughly in the middle of the bat. Know that the bat should follow through and finish in front of your body. To know that you need to follow through with the bat pointing towards your intended target, returning back to the ready position.</i></p> <p>Serving with side spin- <i>To know that when serving you need to be in the ready position and use the forehand push or backhand push shot, holding the ball in one hand and it requires one hand on the ball to be thrown up 15inch and to come across the side of the ball to create side spin. To know that adding power and speed on serving can change the depth and direction on the ball to place this around the table. Backhand Smash- To know that when performing a smash shot requires to be in the ready position, using the backhand shot to hit the ball at the highest point adding power and direction and closing the angle of the bat to hit the ball down at the table. Doubles- To know that when playing table tennis doubles, you will take alternate shots on the table and will alternate service.</i></p>

Rules, Strategies & Tactics	<p>Doubles- To know that when playing doubles you must take alternate shots with your partner.</p> <p>Serving(Doubles)- When serving you must serve diagonal across the table with the ball bouncing on each half of the table within the white lines.</p> <p>Hand- Know that if your free hand is placed on the table the point is awarded to your opponent.</p> <p>Forehand to Backhand- To know that when executing the forehand to place this across the table to outwit your opponent and then performing a backhand down the line.</p> <p>Side Spin- To know that developing side spin on the ball will move the ball across the table when hitting your opponents side of the table.</p>
Why is this being studied?	<ul style="list-style-type: none">● Students will have the opportunity to be competitive and develop competence in Table Tennis● Students can compete in extra curricular clubs before, during and after school as well as inter school Table Tennis competitions.● National Curriculum