

| | Topic | Knowledge What will students know by the end of this unit? | Skills What skills will students have developed by the end of this unit? | Big Idea What are the essential ideas which students could not leave school without? | Cross Curricular What links to other subjects / enrichment might be made? |
|--------|------------|---|---|---|---|
| Term 1 | Netball | How to throw and catch the ball across various distances and using a variety of techniques How to receive the ball adhering to the footwork rule and be able to pivot to gain an advantage within a game Know how to receiving the ball on the run How to shoot using the correct technique in isolation and within a game | Passing technique (chest/overhead/shoulder/bounce) Footwork and pivoting (1,2 landing and inward and outward pivoting in relation to a defender) Driving onto the ball with a controlled landing The correct shooting technique | To be able to actively participate and have the skills to be able to be efficiently physical active (i.e. coordination, general fitness, fundamental transferable skills) To be able to engage in extra-curricular activities in order to compete and perform To develop - teamwork - resilience - discipline - creativity - social skills through engagement in team and individual sports within lessons and beyond the classroom To understand the impact physical activity on physical and mental wellbeing To develop physical literacy and technical language To give students the skills to access physical activity/sport within the community | Coordination and movement skills required in Dance and Drama |
| | Hockey | How to hold a hockey stick correctly How to pass accurately and over distance How to dribble the ball How to dribble the ball with speed and control To know different ways of how to tackle within hockey To know some of the basic fundamental rules of hockey | To become familiar with the hockey stick with regards to grip How to use the different types of passes: push, slap, sweep and hitting. How to use the different types of dribbling: straight dribbling, Indian dribble and reverse dribble. Combine dribbling and passing Basic tackling using the block tackle Improve effectiveness and power of passes Implementing skills into small sided games (competitive situations) | | Distances of passes (Maths) Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. |
| | Gymnastics | Safety requirements for warming up Position and use of mats for safe practice Principles of sequence creation, variety, transitions, levels, formations in group work Principles of using basic and advanced moves to form a sequence as an individual, pair or group | Basic body movement and control Developing tension and extension Different ways of travelling Balancing - points and patches Rolling - teddy bear, forwards, backwards (into straddle if able) Weight-bearing - cartwheel, handstand, headstand, round-off Peer assessment opportunities | | Dance - the development of aesthetically pleasing movement pieces |
| Term 2 | Netball | To know how to mark the player with the ball adhering to the 3ft mark rule To know how to man to man defend a player to prevent them from receiving the ball To know a variety of ways to get free from a player in order to receive a ball To know all of the rules within a game and be able to identify when they have not been adhered to and be able to compete in a full 7 aside game To know how to score effectively using the 'even/odd' format to identify who has the centre pass To have a better understanding of the benefits of creating space within a game and overall understanding of spatial awareness | Stage 1, 2 and 3 defence Attacking principles (rolls, dodging, changing direction/pace) Reading off the front player Umpiring Scoring Coaching skills/peer feedback Match strategies | To be able to actively participate and have the skills to be able to be efficiently physical active (i.e. coordination, general fitness, fundamental transferable skills) To be able to engage in extra-curricular activities in order to compete and perform To develop - teamwork - resilience - discipline - creativity - social skills through engagement in team and individual sports within lessons and beyond the classroom To understand the impact physical activity on physical and mental wellbeing To develop physical literacy and technical language To give students the skills to access physical activity/sport within the community | Coordination and movement skills required in Dance and Drama |
| | Hockey | How to pass on the move with speed To be able to shoot on goal accurately Gaining knowledge of keeping space and to play the ball out wide to allow movement of the ball Knowing what a hit out is and when it is given within a game situation. But also learning different tactics for the setup of a hit out. To know the self-pass rule and implement it within games. To know the basic main rules of hockey and be able to implement them within a game scenario allowing for them to be able to umpire. | Developing advanced passing and receiving techniques Knowing how to shoot on goal To become knowledgeable of positional play How to set up hit out regards to positions and develop tactics for a hit out How to perform and use the self-pass within a game Develop team play with 7 players and re-clarify the basic rules and tactics. | | |
| | Gymnastics | Position and use of mats/apparatus for safe practice Principles of sequence creation, variety, transitions, levels, formations in group work Principles of using basic and advanced moves to form a sequence as an individual, pair or | Building on basic skills as above Development of these skills working on apparatus Exploration of small and large apparatus (on, off, over, along and under apparatus) Development of the use of the body to navigate large apparatus Balancing on, travelling on, and moving onto and off the apparatus | | Dance - the development of aesthetically pleasing movement pieces |

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| Term 3 | Tennis | | | | |
| | Athletics | Understand the safety requirements in all athletic events especially when using throwing equipment and understanding track etiquette. Students will develop their ability to perform in a range of track event distances using the correct technique to a good standard (correct arm and leg action). Students will develop their ability to perform in a range of jumping events using the correct technique to a good standard (take-off and landing technique). Students will develop their ability to perform in a range of throwing events using the correct technique to a good standard (correct arm and leg action). Students will be able to demonstrate a basic knowledge of how to measure performance in all athletic events. Knowledge of the regulations for most events and a basic knowledge of measuring and recording performances in runs, throws and jumps. | Running arm and leg action Jumping take-off and landing Throwing technique Rules and regulations knowledge Safety requirements Measuring performances and recording data | | Distances/pacing and timing (Maths) |
| | Rounders | How to throw a ball correctly underarm, How to throw a ball correctly over arm. Demonstrate basic batting techniques. To demonstrate basic bowling techniques. To know some of the basic fundamental of rounders | How to use different types of throwing techniques. How to hit a ball different distances. Develop teams and positions. To become knowledge of rules of the game. | | Distances of passes (Maths) Number of passes (Maths) Terminology of key words, Throwing, catching, batting. Number of passes (Maths) Terminology of key words, |

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| Term 1 | Netball | How to throw and catch the ball across various distances and using a variety of techniques How to receive the ball adhering to the footwork rule and be able to pivot to gain an advantage within a game Know the benefits of receiving the ball ahead in order to gain an advantage over a defender Know how to receiving the ball on the run Develop knowledge of spatial awareness within the circle and court awareness How to shoot using the correct technique in isolation and within a game | Passing technique (chest/overhead/shoulder/bounce) Focus on passing the ball ahead of the player and receiving the ball on extension Footwork and pivoting (1,2 landing and inward and outward pivoting in relation to a defender) Driving onto the ball with a controlled landing Movement around the circle and shooter rotation The correct shooting technique | To be able to actively participate and have the skills to be able to be efficiently physical active (i.e. coordination, general fitness, fundamental transferable skills) To be able to engage in extra- curricular activities in order to compete and perform To develop - teamwork - resilience - discipline - creativity - social skills through engagement in team and individual sports within lessons and beyond the classroom To understand the impact physical activity on physical and mental wellbeing To develop physical literacy and technical language To give students the skills to access physical activity/sport within the community | Coordination and movement skills required in Dance and Drama |
| | Hockey | Students will be more efficient at passing and receiving on the move and will also have more power to their passes allowing them to be faster and cover longer distances Students will know how to receive passes from both the left and right efficiently Students will know different ways of tackling The students will know how to hit the ball accurately at a target with power | Dribbling/ Push Pass, Sweep Pass recapping from left to right Jab Tackle Receiving ball from left and right over distance Hitting on target accurately with power and consistency | | Distances of passes (Maths) Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. |
| | Gymnastics | Safety requirements for warming up Position and use of mats for safe practice Principles of advanced sequence creation, building on the above but including canon, synchronisation, matching and mirroring, holes and barriers Principles of using basic and advanced moves to form a sequence as an individual, pair or group | Developing body movement and control Developing tension and extension Different ways of travelling Balancing Rolling - teddy bear, forwards, backwards (into straddle if able) Weight-bearing - cartwheel, handstand, headstand, round-off Matching and mirroring in pairs Exploration of small and large apparatus (on, off, over, along and under apparatus) Development of the use of the body to navigate large apparatus Peer assessment opportunities | | Dance - the development of aesthetically pleasing movement pieces |
| Term 2 | Netball | To know how to mark the player with the ball adhering to the 3ft mark rule To know how to man to man defend a player to prevent them from receiving the ball To know a variety of ways to get free from a player in order to receive a ball To know, all of the rules within a game and be able to identify when they have not been adhered to and be able to compete in a full 7 aside game To know how to score effectively using the 'even/odd/' format to identify who has the centre pass To have a better understanding of the benefits of creating space within a game and overall understanding of spatial awareness | Stage 1, 2 and 3 defence and variety of ways of marking the shot (lean/jump/tip) Attacking principles (rolls, dodging, changing direction/pace) Reading off the front player Timing through court and team strategies from a backline pass Umpiring Scoring Match strategies | To develop physical literacy and technical language To give students the skills to access physical activity/sport within the community | Coordination and movement skills required in Dance and Drama |
| | Hockey | | | | |
| | Gymnastics | Position and use of mats/apparatus for safe practice Apparatus used in rhythmic gymnastics - hoop, ball and ribbon | Exploration of the apparatus in a gymnastics context Hoop - throws, use of the body to rotate the hoop Ball - throws, rolling Ribbon - throws, large circular shape making Development of the use of the body to navigate large apparatus | | Dance - the development of aesthetically pleasing movement pieces |

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| | | | Balancing on, travelling on, and moving onto and off the apparatus Inclusion of basic and advanced skills into group work and sequence creation Peer assessment opportunities | |
| Term 3 | Tennis | | | |
| | Athletics | Students will develop their ability to perform most of the skills needed in track event distances, making good decisions with good technique and sometimes executing and adapting skills effectively. Students will develop their ability to perform most of the skills needed in jumping events, with good technique, making good decisions and sometimes executing and adapting skills effectively. Students will develop their ability to perform most of the skills needed in throwing events, with good technique, making good decisions and sometimes executing and adapting skills effectively. Students are able to demonstrate the knowledge of how to measure performance in all athletic events whilst also knowing some of the advanced regulations in athletics events. | Running arm and leg action Jumping take-off and landing Throwing technique Knowledge of some more advanced regulations, the ability to accurately measure performance | Distances/pacing and timing (Maths) |
| | Rounders | To demonstrate batting technique. To know how to three different bowling techniques. Students will know the different tactics of the game. To know different positions and roles that they play into the game. | Donkey drop, Spin, Fast bowl. Role of backstop, second base, fourth base and fielders. Long Barrier. | Distances of passes (Maths) Number of passes (Maths) Terminology of key words, Throwing, catching, batting. Number of passes (Maths) Terminology of key words, |

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| | Hockey | Students will know which dribble and pass to make within a game scenario with control, accuracy, speed and power. Students will know more advanced man to man marking and tactics Students will be knowledgeable of what a challenge is within hockey and when it occurs The students will know the different positions within a penalty corner and the roles they play when one is given | Dribbling, Push Pass and Sweep with control, accuracy, speed and power, Advanced man to marking with game situations Running with the ball under close control, known as the feint skill, to draw an opposing player out of position Challenge rule within a game of hockey. Penalty corners and knowing the different positions and tactics to use | To be able to actively participate and have the skills to be able to be efficiently physical active (i.e. coordination, general fitness, fundamental transferable skills) To be able to engage in extracurricular activities in order to compete and perform | Distances of passes (Maths), Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. |
| | Health Related Fitness | To know and understand the importance of a healthy and active lifestyle To know the physical, psychological and social benefits of physical activity To develop better knowledge of how to remain healthy, active and therefore 'fit' To understand how to take part in a fitness session and work within a target threshold relevant to a specific component of fitness - cardiovascular fitness - muscular endurance To understand which methods of training best suit specific components of sport | Develop physical fitness across various components of fitness Better knowledge and understanding of how to remain physically and psychologically healthy To develop life skills that will enable students to maintain a healthy and active beyond school The correct technique when using weights/fitness equipment How to train in relation to heart rate Theoretical knowledge behind Health-Related Fitness including - definition of health and fitness - components of fitness - training methods - training thresholds | To develop - teamwork - resilience - discipline - creativity - social skills through engagement in team and individual sports within lessons and beyond the classroom To understand the impact physical activity on physical and mental wellbeing To develop physical literacy and technical language | Links to Biology/GCSE PE and the anatomical benefits of maintaining a healthy and active lifestyle, looking in particular at heart rates, body composition, sedentary lifestyles, training methods. |
| Term 2 | Netball | To know how to mark the player with the ball adhering to the 3ft mark rule and how to apply a zone defence from a backline pass To know how to man to man defend a player to prevent them from receiving the ball To understand the importance of teamwork within netball and unit strategies to outwit opponents To know a variety of ways to get free from a player in order to receive a ball To know tactical attacking and defending strategies to implement into a game To know, all of the rules within a game and be able to identify when they have not been adhered to and be able to compete in a full 7 aside game To know how to score effectively using the 'even/odd/' format to identify who has the centre pass To have a better understanding of the benefits of creating space within a game and overall understanding of spatial awareness | Stage 1, 2 and 3 defence and variety of ways of marking the shot (lean/jump/tip) denying space and zone defence Unit strategies for defending the centre pass Unit strategies for defending the circle and communication skills Attacking principles (rolls, dodging, changing direction/pace) Reading off the front player and ahead of play Timing through court and team strategies from a backline pass centre pass side line pass Umpiring Scoring Match strategies | To give students the skills to access physical activity/sport within the community | Coordination and movement skills required in Dance and Drama |

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| | Hockey | <p>Students will learn of the attacking skill known as the drag flick and when it is performed and why. The students will also know the technique of how to perform it.</p> <p>The aerial flick the students will know what the skill is and the technique and when it is used in a game and why.</p> <p>The students will learn the advanced passing skill of reverse hitting to make the passes more explosive and cover more distance</p> <p>Rotation of shooter to allow the students to be more tactical on the approach to shooting to outwit the other team</p> | <p>Drag flick and the technique of how to perform it and when it might be used within a game. Advanced players would be able to perform this.</p> <p>Aerial flick and how this is different to a drag flick knowing the correct technique and when to use it with a game. Advanced players will be able to perform this.</p> <p>How to perform the reverse hit</p> <p>Advanced rules when umpiring a game of hockey</p> <p>Shooter rotation to be tactical and to be accurate with shooting</p> <p>Match play for interform and allowing for all the skills to be implemented into a competitive game</p> | | <p>Distances of passes (Maths), Number of passes (Maths) Terminology of key words, dribbling, passing, sweep. How the body works, muscles, bones, cardiovascular and respiratory system. (Science).</p> |
| | Health Related Fitness | <p>To know and understand the importance of a healthy and active lifestyle</p> <p>To know the physical, psychological and social benefits of physical activity</p> <p>To develop better knowledge of how to remain healthy, active and therefore 'fit'</p> <p>To understand how to take part in a fitness session and work within a target threshold relevant to a specific component of fitness</p> <ul style="list-style-type: none"> - Balance - Muscular strength - Flexibility <p>To understand which methods of training best suit specific components of sport</p> | <p>Develop physical fitness across various components of fitness</p> <p>Better knowledge and understanding of how to remain physically and psychologically healthy</p> <p>To develop life skills that will enable students to maintain a healthy and active beyond school</p> <p>The correct technique when using weights/fitness equipment</p> <p>Theoretical knowledge behind Health-Related Fitness including</p> <ul style="list-style-type: none"> - definition of health and fitness - components of fitness - training methods - training thresholds | | <p>Links to Biology/GCSE PE and the anatomical benefits of maintaining a healthy and active lifestyle, looking in particular at heart rates, body composition, sedentary lifestyles, training methods.</p> |
| | Tennis | | | | |
| Term 3 | Athletics | <p>Students will develop their ability to perform most of the skills needed in track event distances with good technique, sometimes being able to adapt skills when competing against others. With a focus on maximising the best possible start and finish to positively influence recorded times.</p> <p>Students will develop their ability to perform most of the skills needed in jumping events, with good technique, sometimes being able to adapt skills when competing against others. Considering approach, take off angles and flight position to maximise recorded distance.</p> <p>Students will develop their ability to perform most of the skills needed in throwing event, with good technique, sometimes being able to adapt skills when competing against others, including different grips, stances and follow through to maximise distance.</p> <p>Students can demonstrate the knowledge of how to influence and increase/ decrease in time or distance dependent on the technique used.</p> <p>Students are able to demonstrate knowledge of most of the regulations and to be able to accurately record and measure times/ distances of competitors.</p> <p>Students can take on the role of a coach in the lessons and give some constructive feedback.</p> | <p>Running arm and leg action (start and finish techniques)</p> <p>Jumping take-off and landing (approach, angle off take off and flight position)</p> <p>Throwing technique (grip, stance, release and follow through)</p> <p>Taking on the role of the coach in the lesson</p> <p>Develop knowledge and understanding of how the technique can affect time/ distance.</p> | | <p>Distances/pacing and timing (Maths)</p> |
| | Rounders | <p>Students will know bowling technique to make decisions within a game scenario. Students will know advanced tactics, batting positions and base.</p> | <p>How to use different types of throwing techniques. How to hit a ball different distances. Develop teams and positions. To become knowledge of rules of the game.</p> | | <p>Distances of passes (Maths) Number of passes (Maths) Terminology of key words, Throwing, catching, batting. Number of passes (Maths) Terminology of key words,</p> |
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