






YEAR 7 CURRICULUM MAP




Physical Literacy, Health, Wellbeing, Development

<p>HALF TERM 1: Boys</p> <p>KQ1- What skills/ qualities do I need to be a successful sports student @ ONA? A) Intro and induction into standards/ expectations/ opportunities/ enrichment. B) TGFU approach to baseline students and introduce sequenced PD outcomes.</p> <p>KQ2- What are the basic rules and regulations of 2/3 sports? A) Students to learn and demonstrate the basic rules and regulations of 2/3 curriculum areas. E.g. sit-down volleyball- 6 players on a team- 3 touches max per side- no shoes to be worn. Players must maintain contact between their pelvis and the floor (1 buttock in contact with the floor at all times) 5 sets in total- 25 points per set (win by 2 clear points). If a game gets to 2-2 in sets, the 5th set can be won first to 15 points (win by 2 clear points).</p> <p>KQ3- What basic skills need to be learnt to play a game? E.g. basketball- Catch the ball, dribble the ball, use a variety of passes, learn a basic shooting technique.</p> <p>KQ3- What basic tactics are required to be successful in sport? E.g. basketball- Movement on/ off the ball- passing and moving into space/ use a variety of passes.</p>	<p><u>Key Methods of Delivery</u></p> <p>Group work- to observe how students get along with each other/ identify potential leaders. Guided discovery/Problem solving TGFU- Students can showcase current tactical and technical skills to help with baseline assessments/ future groupings. Student led leadership- to display personal development key words and showcase their creativity/ imagination.</p>
<p>HALF TERM 2: Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively? Students to watch H&S induction and explore the equipment in the fitness suite (how to use it safely and effectively) students to work in pairs to spot each other to ensure that they are using the correct technique.</p> <ul style="list-style-type: none"> • Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. • Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies. <p>KQ2- Why is it important to take part in regular exercise? Students to learn the various benefits of taking part in regular exercise- boost self-esteem, mood, sleep quality and energy levels. Reduce the risk of stress/ depression/ heart disease. Tackle obesity- Yr 6- our immediate community is currently at around 40% on average compared with national average of 30%.</p> <ul style="list-style-type: none"> • Short term effects- Increase HR/SV- 	<p><u>Suggested Activities/ Tasks</u></p> <p>Group work- sit down volleyball- students sit in a circle and aim to keep the beach ball up the air for the longest amount of time. (Students to count how many times they can keep the ball up in the air). Basketball- paired activities using a whole part whole model to develop confidence to perform basic skills. Small grids set up for ball retention- can students understand and display special awareness to keep possession in a 3 v 1.</p>
<p></p>	<p><u>Class Discussion</u></p> <p>What does a good sports person look like? What traits and qualities would they display? (Personal development focus) Whats the difference between a rule and a re regulation? Can you provide examples of both. Whats the difference between a foul and violation in basketball? Can you identify examples of each?</p>
<p></p>	<p><u>CC Links</u></p> <p>Maths- Angles/ trajectory in sit down volleyball and basketball. PSE/RS- Values and personal development. Science- Biology- Anatomy and physiology links/ discussion during DIN activities and after Warm ups.</p>
<p>HALF TERM 2: Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively? Students to watch H&S induction and explore the equipment in the fitness suite (how to use it safely and effectively) students to work in pairs to spot each other to ensure that they are using the correct technique.</p> <ul style="list-style-type: none"> • Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. • Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies. <p>KQ2- Why is it important to take part in regular exercise? Students to learn the various benefits of taking part in regular exercise- boost self-esteem, mood, sleep quality and energy levels. Reduce the risk of stress/ depression/ heart disease. Tackle obesity- Yr 6- our immediate community is currently at around 40% on average compared with national average of 30%.</p> <ul style="list-style-type: none"> • Short term effects- Increase HR/SV- 	<p><u>Key Methods of Delivery</u></p> <p>Paired work- spotting/ H&S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW</p>
<p>HALF TERM 2: Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively? Students to watch H&S induction and explore the equipment in the fitness suite (how to use it safely and effectively) students to work in pairs to spot each other to ensure that they are using the correct technique.</p> <ul style="list-style-type: none"> • Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. • Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies. <p>KQ2- Why is it important to take part in regular exercise? Students to learn the various benefits of taking part in regular exercise- boost self-esteem, mood, sleep quality and energy levels. Reduce the risk of stress/ depression/ heart disease. Tackle obesity- Yr 6- our immediate community is currently at around 40% on average compared with national average of 30%.</p> <ul style="list-style-type: none"> • Short term effects- Increase HR/SV- 	<p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> • Students work in small groups to design and implement a progressive training programme. • Students to explore HR/ RPE/ Borg scale in relation to exercise intensity/ cardiovascular endurance- Treadmills/ Rowing machines/ Bikes/ boxing running on the spot etc.
<p></p>	<p><u>Class Discussion</u></p> <p>What are the barriers to taking part in exercise more regularly? Why do think our immediate community has issues with obesity?</p>



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> Long-term effects- body systems become more efficient. Control weight/strengthen bones and muscles, improve mental health and reduce the risk of cardiovascular diseases/ type 2 diabetes. <p>KQ3- What are the component of fitness and can you recognise the relationship between HR and intensity? COF- Aerobic Endurance, Muscular Endurance, Flexibility, Speed, Strength, Power, Body Composition. BORG Scale- 6-20- Measure HR- 220-AGE.</p>		<p><u>CC Links</u> PSE- Healthy living DT- Cooking- Diet and nutrition/ Eat well plate</p>
<p>HALF TERM 2: Basketball</p> <ul style="list-style-type: none"> KQ1 – What are the different techniques we can use to pass the ball to teammates? Chest Pass: Ball close to the chest. Fingers should be spread out behind the ball. Elbows out. Transfer weight for power. Aim for partners chest Bounce Pass: A similar technique to the chest pass but instead the ball is pushed towards the floor, approximately 2/3 of the way between the 2 players <p>KQ2 – What is the correct technique for running with the ball/dribbling in basketball as to not break the double dribble rule?</p> <ul style="list-style-type: none"> Running with the ball. A player must bounce the ball using one hand at a time. The dribble ends when the player catches the ball. Dribbling should be at approximately waist height and players should push the ball, not slap it. Double dribble rule: Players cannot dribble using two hands at the same time to bounce the ball. Players cannot dribble the ball, catch the ball or touch it with two hands and dribble the ball again. 	<p>Key Methods of Delivery</p> <p>Students will work in pairs and small groups to practice passing skills.</p> <p>Students will work individually to dribble the ball. Teacher led guided discovery. Students find the best way to keep possession of the ball when dribbling</p> <p>Reciprocal teaching- technique of skills.</p> <p>Shooting technique – Guided discovery and whole-part-whole teaching. Student explore ideas and are shown correct technique.</p> <p>TGFU - Small sided modified games. Students demonstrate skills and knowledge of rules with guidance</p>	
<p>KQ3 – What is the correct technique for shooting the ball while stationary?</p> <ul style="list-style-type: none"> Set shot. Players should have feet shoulder width apart, with knees slightly bent, ball in the strongest hand, fingers pointing back towards the players head. The weaker hand stays at the side of the ball with fingers pointing upwards. This hand does not push the ball, it only guides the ball and keeps it still during the preparations and execution phase. The player should hold the ball above their head so they can see the basket underneath the ball. As the player executes the shot they 		<p>Suggested Activities/ Tasks</p> <p>Paired and small group passing drills. Progression to opposed play, adding defenders. 3v1, 4v2 passing drills, focus on keeping possession of the ball.</p> <p>Dribbling practice in closed conditions. Progressing to gauntlet (standing defending) and fully opposed dribbling.</p> <p>Shooting technique, speed shooting warm up. Score in every basket. Team competitions – team to score the most baskets from a set shot in 1 minute. Shooting under pressure from an opponent.</p> <p>Class Discussion</p> <p>Class discuss which pass to use in specific situations. Students describe teaching points of skills Students feedback on others performance/execution of skills.</p>
		<p>CC Links</p> <p>PSE – Links to rule of law (rules and regulations) Maths – angles and degrees. Science – forces Links to passing and movement in other team sports/invasion games.</p>



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

bend and straighten their knees to get power and push with the hand underneath the ball. Aim for the square on the backboard.

- As the ball is leaving the hand the player flicks the wrist downwards so that the ball spins backwards as it travels through the air. This is called the follow through phase and 'waving goodbye' to the ball.

KQ4 – What are the basic rules of competitive modified basketball?

- Player must be able to demonstrate key skills they have learnt and apply them into game situations legally, avoiding as much as possible breaking any game rules or committing any violations.
- Start and restart of play. Players can stand in either half of the court from the start or restart of play. The game is started with a tip off.
- When the ball leaves the court or is called out, players pass the ball back in with both feet off the court. If the side-line or end line is a wall due to space restrictions, then players should put one foot up on the wall to show they are out of play when passing the ball back into play.
- Contact: A player must not touch another player. They cannot touch the player when trying to steal the ball or step into their path as they run.
- Feet: Players cannot touch the ball with their legs or feet. If this happens a free pass from the side-line will be given to the opposing team in line with where the offence took place.

HALF TERM 3: Rugby

KQ1 - How do we successfully handle carry and pass the ball and do we know how to perform the correct technique in passing and catching (handling)

- A) Hip bum across the tummy to the chest of the person who you are passing to.
 B) Keep your eyes on the ball, use two hands to catch the ball, bring the ball into your chest.

KQ2) How do you perform the correct technique when tackling? (must demonstrate)

- A)-Pupil on their knees and practice collapsing their body.
 -Pupil then tries it from crouching.
 -Pupil then tries to collapse from standing.

Key Methods of Delivery

Paired work/ Group work - throwing and catching the ball over a variety of distances.
 Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team.
 TGFU- small sided conditioned games leading to Full sided competitive games



Suggested Activities/ Tasks

In groups, line up and pass the ball from side to side- first walking, then jogging and then at match pace.
 Small conditioned games 2v1, 3v2. Must pass the ball so many times before scoring.
Tackling- Progressions
 -Pupils learn to tackle when they are on their knees.
 -Pupils learn to tackle when their opponent is crouching.



YEAR 7 CURRICULUM MAP





Physical Literacy, Health, Wellbeing, Development

<p>B)-Pupils learn how to tackle one another- bear hug and grab tackle only.</p> <p>KQ3- Can you Identify and understand the different positions and roles on the pitch.</p> <p>Students to learn the different positions and what attributes are important for each position. Have knowledge of the following- Forward, backs, scrum half, and winger. (students to participate in different positions.</p> <p>KQ4 - What tactics are required to be successful in rugby?</p> <p>A) Understand when to pass or keep possession of the ball when trying to outwit an opponent.</p> <p>B) Understand the role of each player in rugby, depending on their position</p>	<p>-Pupils learn to tackle when their opponent is standing.</p> <p>C) Pupils learn to tackle on the move.</p> <p>Progressions</p> <p>-Tackling as opponent walks into you.</p> <p>-Tackling from a jog.</p> <p>-Tackling from a run.</p> <p>Use tackle pads and body pads.</p> <p><u>Should not introduce tackling on the move in a game situation.</u></p> <p><u>Games must only consist of bear hug or garb tackles.</u></p> <p>Students to have an opportunity during lessons to participate in a variety of rugby positions</p>
<p>KQ5 -What are the basic rules of rugby?</p> <p>40min of two halves.</p> <p>15 players on a team</p> <p>You can run with the ball, kick it and pass it, but passing forwards is not allowed.</p> <p>Rugby union is a contact sport, so you can tackle an opponent in order to get the ball, as long as you stay within the rules. There are several ways to score points.</p> <ul style="list-style-type: none"> • A try - five points are awarded for touching the ball down in your opponent's goal area. A try is scored by grounding the ball (the ball must be touching the player when coming into contact with the ground) in the opposition's in-goal area (on or behind the goal line) • A conversion - two points are added for a successful kick through the goalposts after a try • A goal kick - three points are awarded for a penalty kick or drop goal through the posts 	<div style="display: flex; align-items: center;">  <div> <p><u>Class Discussion</u></p> <p>Re- cap on key points of the technique of the skill learnt throughout the lesson</p> <p>what happens if you pass it forward, how many points for a try and conversion, how many players on a team, what happens of the ball goes out of play?</p> <p>What impacts your decision making?</p> <p>What are the posotions in rugby?</p> <p>Can you describe and explain strengths and weaknesses and how to improve?</p> <p>What is the importance of using tactics in a game?</p> </div> </div>
<p>Ultimate Frisbee</p> <p>KQ1) What are the basic rules and regulations?</p> <p>A) 7 players in a team- End zones set up at each end of pitch. Play is initiated after each score- The disc can be thrown in any direction by completing a pass to a teammate. Players cannot run with the disc (however, offensive players can take up to 3 stopping steps). You have 10s to complete a throw.</p> <ul style="list-style-type: none"> • Both teams line up on edge of end zone line. Defence team throws the disc to the offense. 	<div style="display: flex; align-items: center;">  <div> <p><u>CC Links</u></p> <p>PSE- British values. Respect, values and tolerance</p> <p>Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries), components of fitness e.g. anerobic and aerobic, power</p> <p>Maths- shape of ball, trajectory and angles when passing, kepping score of points in games</p> <p>Geography- Rugby workd cup held</p> </div> </div>
<p>Ultimate Frisbee</p> <p>KQ1) What are the basic rules and regulations?</p> <p>A) 7 players in a team- End zones set up at each end of pitch. Play is initiated after each score- The disc can be thrown in any direction by completing a pass to a teammate. Players cannot run with the disc (however, offensive players can take up to 3 stopping steps). You have 10s to complete a throw.</p> <ul style="list-style-type: none"> • Both teams line up on edge of end zone line. Defence team throws the disc to the offense. 	<p><u>Key Methods of Delivery</u></p> <p>Paired work- Start off throwing the disc backwards and forwards over 5 yards.</p> <p>Reciprocal coaching- Technique- EBI/ WWW- Feedback to develop and improve.</p> <p>TGFU- Small sided games</p> <p>Student led leadership- Setting up own activities/ being creative.</p>



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> When a pass is not completed (out of bounds, drop, interception, stalled-more than 10s)= loss of possession Non-contact game, self-officiating, spirit of game. <p>KQ2) How do we throw and catch the disc?</p> <p>A) Throw- Grip the disc in your fist, stand sideways on (feet in direction of target) curl your wrist back towards your body. Move arm forwards/ transfer weight and point fingers/hand in direction of target.</p> <p>B) Catch- 2 types- Pancake/ 1 handed catch</p> <ul style="list-style-type: none"> Pancake- (Crocodile Catch) Catch the disc with your palms facing each other (1 on top, 1 at the bottom) always keep your eyes on the disc and gather it into your body. 1 handed catch- for catches around ankles/ above your head. Try to get your hand thumb down under the flight of the Frisbee/ get the centre line of your body in line with the flight of the disc. <p>KQ3) What are the strengths and areas for development of your own/ others performance?</p> <ol style="list-style-type: none"> Constructive feedback to help everyone develop and improve, WWW, EBI- (Personal development- key words) 	<p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> How many times can you throw the disc back and forth without dropping it? Frisbee golf using hoops/ coloured cones/ bids to develop accuracy. Small-sided games so students get more chances to throw and catch with teammates.
<p>HALF TERM 4: Boys- Dodgeball</p> <p>KQ1- What are the basic rules and regulations? A) Rules-</p> <ul style="list-style-type: none"> 5 dodgeballs along centre line at the start of the rush. 2 balls on teams left are their designated balls- The centre ball is the only contested ball. The balls are not live until they have passed the return line. Key terms- Live balls, hits, blocking, stalling. <p>B) Regulations- 6 players on a court</p> <ul style="list-style-type: none"> Crossing over the neutral zone will result in an 'out' When players are out, they sit on the bench in order (first out, first in) when live ball is caught by a team mate. <p>KQ2)- How do we throw and catch the ball?</p> <p>A) Throw- Power comes from both...</p> <ul style="list-style-type: none"> Dynamics- Speed of movement- Use your body to gain momentum- Transfer of weight from side to front. Throw/ Follow Through- Use a full range of motion (let the ball go at the furthest possible distance from body) <p>B) Catch- When attempting to catch a ball, stabilise yourself and get your full body behind the ball. Create a target with hands (W with thumbs and index fingers) Watch the ball carefully until it is safely in your hands.</p> <p>KQ3)- Can you identify and demonstrate both individual and team tactics?</p> <p>A) Individual tactics- Aim for MA players first (when you have the most energy) Aim below the waist to avoid being caught out/ go as far forward as possible when throwing to minimise distance to target.</p> <p>B) Team tactics- decide who is going to run in the initial rush/ contest for the centre ball. Get team mate to flick ball back to</p>	<p> Class Discussion How can our skills in other invasion sports (Rugby, basketball, football) help us in ultimate Frisbee? Are there any transferable skills?</p> <p> CC Links PSE- British Values- tolerance- different ability levels, students from different cultures/ religions. Maths- Trajectory of disc/ crate angles to throw past and through defence line towards end zone.</p>
<p>Key Methods of Delivery Paired work- throwing and catching the ball over short distances Group work/ TGFU- Game appreciation/ tactical awareness/ showcase decision making Reciprocal coaching- WWW/EBI regarding teams tactics and strategies.</p> <p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> Students work on technique for both catching and throwing the ball. Throw at cricket stumps/ other targets such as hoops. Progress to moving targets- e.g. hoops skid across the floor. Small-sided games- to showcase tactics/ developing skills. During game play, the resting team can complete an analysis task-WWW/EBI regarding teams' tactics and strategies. 	<p> Class Discussion Why are certain teams/individual players successful at this game? What do successful players have in common with regards with technique/tactical awareness/movements?</p> <p> CC Links PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball. Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be.</p>



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>other team members so they can immediately throw at opposition runners.</p>		<p>Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p>
<p>Boys Futsal</p> <p>KQ1 – What are the basic gameplay rules and how are these modified in small sided games?</p> <ul style="list-style-type: none"> Futsal is played as a team of 5. 1 Goalkeeper and 4 outfield players (this can be modified in lesson for group numbers, space and equipment available). The game is started from the centre spot on the half way line. When the ball leaves the side-line it is kicked in from the line, not thrown in. The ball is a lot heavier than a football and the game tends to be played on the floor. Not kicked through the air, unless it is flicked. Heading is banned. Instead use of the chest and thigh to control the ball is encouraged <p>KQ2 – How can players move with the ball / dribble effectively?</p> <ul style="list-style-type: none"> Running with the ball is a key skill and the most effective way is to use both feet and different parts of the foot. It is key to keep your head up when dribbling to be able to see opponents and teammates. Smaller touches of the ball are used in tight spaces and large touches out in front can be used to dribble into space. Turns and skills are effective and enable players to get out of tight spaces or away from defenders. There are a variety of turns used in the game to change direction. <p>KQ3 – How can players control, pass and move in order to keep possession?</p> <ul style="list-style-type: none"> Players can use different parts of the foot to pass the ball. Instep, outside of the foot, laces or front of the foot (to chip the ball). Short passes are used with the instep. Bodyweight is on the non-kicking foot and the toe of the kicking foot is pointing at a right angle to the direction the ball is being played. Controlling the ball allows a player to receive a pass and have the ball in a position that they can use it effectively to either shoot, dribble, or pass to another player. 	<p>Key methods of delivery</p> <p>Students work in pairs and small groups to dribble the ball. Guided discovery – what are the best methods/parts of the foot to dribble the ball. Peer assessment. When one student is dribbling the others are observing and identifying WWW and EBI.</p> <p>Dribbling – whole method used to demonstrate as it is an open and continuous skill. Passing and moving is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p> <p>Suggested activities/ tasks</p> <p>Paired and small group passing work. Focus on controlling and passing the ball using the correct technique and different parts of the foot. Pass and move into space. Progressing to opposed play Dribbling in areas (lanes/cones))</p> <p>Modified small sided games, focus on keeping possession and building up play</p> <p> Class Discussion Planned oracy opportunities for students to go here. Most effective methods of controlling and passing the ball over varied distances. Best part of the foot to use for power/accuracy/speed Students highlight WWW and EBI in other's performances How is futsal links to football</p> <p> CC Links Science – forces, Newtons's laws. Maths- angles Geography – parts of the world that play futsal (South American countries, European countries)</p>	



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> Controlling the ball with the foot is a lot like passing the ball but in reverse, player meet the ball and use the instep to cushion the ball in front of them. There are lots of different ways of controlling the ball with the foot. Instep, outside of the foot, lifting the toes and trapping the ball under the foot. You can control the ball with the thigh and chest if the ball is played through the air. <p>KQ4 - How do we score in futsal?</p> <ul style="list-style-type: none"> Develop the technique of shooting the ball using the forefoot and laces. Correct body position for power and accuracy Make clean contact with the ball and follow through 		
<p>HALF TERM 5: Cricket</p> <p>KQ1 – How do we make contact with a ball when batting?</p> <p>A) correct grip – hands in a V shape left hand above right (right handed, left handed is reverse) pointing down between the spine and edge of the bat.</p> <p>B) Stand sideways to the bowler, feet apart</p> <p>C) concentrate and watch the ball, hand eye coordination</p> <p>KQ2 – How do we successfully bowl?</p> <p>A) to understand and have knowledge of the correct bowling technique</p> <ul style="list-style-type: none"> Starfish bowling – sideways on, shape of a star, arm stays straight, arm over and brushes the ear, step through and let go at 2 o clock. <p>B) to be able to perform a basic bowling action with accuracy and control.</p> <p>KQ3 – what are some of the basic rules of cricket?</p> <p>A) to be able to understand and play by some basic cricket rules</p> <ul style="list-style-type: none"> ways of getting out (bowled, caught, run out, stumped, hit wicket) bowling from behind the crease batting in a crease running between the wickets. 6 balls in an over Boundaries (4s and 6s) No balls and wides 	<p><u>Key methods of delivery</u> Paired work, record and review, TGFU</p>	
<p><u>Suggested activities/ tasks</u></p> <ul style="list-style-type: none"> Pairs bowling – partners facing each other with a hoop/box in between. star fish bowling into the hoop. Pairs cricket 4 bats 		<p><u>Class Discussion</u></p> <ul style="list-style-type: none"> How can we improve the accuracy of our bowling? How can we increase our success of hitting the ball?
		<p><u>CC Links</u></p> <ul style="list-style-type: none"> Maths – trajectory of the ball when bowling Physics – transfer of weight, levers.
<p><u>Badminton</u></p> <p>KQ1) What are the main rules of badminton?</p> <p>Best of 3 games- First to 21 points. The player or pair winning the rally adds a point to their total. At 20-20 the player/ pair which gain a 2-point advantage wins that game. At 29-29, the 30th point wins the game. At the start of a rally,</p>	<p><u>Key methods of delivery</u></p> <p>Group work- reciprocal coaching- dependant on group size- possibly 1 coach performing an analysis task/ record and review. 1 feeder, 1 student hitting, 1 coach. Student led leadership/ guided discovery- badminton golf- e.g.</p>	



YEAR 7 CURRICULUM MAP




Physical Literacy, Health, Wellbeing, Development

<p>the server and receiver stand diagonally in opposite service boxes. Serves must be underarm/ below the servers' waist with the racket pointing downwards. No second serves. (Even points total- serve from the right. Odd points total- serve from the left). A player can't touch the net with their racket or their body.</p> <p>KQ2) What are the basic coaching points of a successful badminton shot? Fast paced game with little time to adjust feet/ body position.</p> <ul style="list-style-type: none"> • Always stay alert on the balls of your feet. • Stand sideways on/ watch the shuttle carefully. • Underarm shots- swing the racket from low to high to lift the shuttle up over the net. • Overarm shots- contact the shuttle at its highest point and transfer your weight from side to front to generate a flatter trajectory. <p>KQ3) How do we perform a serve in badminton? See service rules above for more details. Short serve-</p> <ol style="list-style-type: none"> 1. Stand sideways on- hold the shuttle in between your thumb/ index finger (in LH if RH). 2. Swing the racket back slowly and gradually increase the speed, contact the shuttle at waist height and push the shuttle over the net. (Low to high motion) 3. Aim to hit the shuttle just over the net so it lands on/ just slightly past the front service line. <p>Long serve-</p> <ol style="list-style-type: none"> 1. Same as above. 2. Widen your stance slightly for a better base of support. Swing the racket back slowly and increase the speed so you contact the shuttle around knee height. 3. Follow through over your shoulder and aim for the shuttle to land towards the back of the service box. <p>KQ4) What are the strengths and areas for development of your own/ others performance?</p> <p>A) Constructive feedback to help everyone develop and improve technique, WWW, EBI- (Personal development- key words)</p>	<p>Suggested activities/ tasks Badminton golf to develop serves (Short and long) - students design their own golf hole/ target using a hoop. Differentiate with large/ smaller hoops- use tennis rackets for less able students. Creativity/ use of imagination- hazards- bunkers/ water.</p> <p> Class Discussion What height/ trajectory do we want the shuttle to go when performing attacking/ defensive shots? Attacking- Flat/lower trajectory/ Defensive- high so we can recover and get back into centre court position How can we give constructive feedback in the right way? (Developmental/ supportive but not judgmental) Link to personal development key words.</p> <p> CC Links Maths- Trajectory/ Angles</p>
<p>HALF TERM 6: Softball</p> <p>KQ1) – How do we throw and catch a ball successfully?</p> <ul style="list-style-type: none"> • Overarm throw - stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot, transfer the weight from your back foot to your front foot by rotating your hips and body towards the target pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast, release the ball just in front of your head with both feet on the ground and the chest facing the target. Follow through with your throwing arm pointing toward the target. • Catch a ball using cup technique - feet shoulder width apart, hold your hands so palms face up, making a cup 	<p>Key methods of delivery Students work in pairs and small groups to throw and catch the ball. Guided discovery – what are the best methods to pass successfully?</p> <p>Peer assessment. When one student is throwing and catching, the others are observing and identifying WWW and EBI.</p> <p>Throwing and catching is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p> <p>Suggested activities/ tasks Paired throwing and catching. Increase a time pressure as a progression</p> <p>TGFU – incorporate rules and regulations</p>



YEAR 7 CURRICULUM MAP


Physical Literacy, Health, Wellbeing, Development

<p>shape, as you catch the ball, bring the hands together and pull into your body.</p> <p>KQ2) - How do I make contact with the ball when batting?</p> <ul style="list-style-type: none"> • Feet shoulder width apart, have a comfortable grip with 2 hands, when ready to swing keep your knees bent and hands by your ear, swing shoulder to shoulder with a strong follow through. <p>KQ3) - What basic tactics are required to be successful in Softball?</p> <ul style="list-style-type: none"> • Understand where to throw the ball when fielding to get the opposing batter out • Aim to hit the ball to the left when batting • Understand the role of each fielder, depending on their position <p>KQ4) - What are the basic rules and regulations?</p> <ul style="list-style-type: none"> • If a ball is caught direct from a bat, the batter is out • The batter is out if the base is tagged whilst running towards it, or if they are tagged before reaching the base. • If the batter misses the ball 3 times (strike) they are out • Each inning is played until the fielding team make 3 outs • 9 players on a softball team 	
<p>Athletics</p> <p>KQ1) – How can we participate safely in athletics?</p> <p>A) Be aware of your surroundings and others around you always, whether on a track or field activity. Enter and leave T&F zones in a safe way</p> <p>B) Only handle equipment when advised to do so by staff member and use in correct way as demonstrated at the start</p> <p>KQ2) - How can we throw safely and demonstrate basic technique in throwing?</p> <p>A) By understanding the different stages covered for example preparation, execution and follow through when throwing Shot, Javelin and Discus</p> <p>B) Know the movement in order to develop technique for each throw Shot Put/push, Javelin/pull throw, Discus/sling throw.</p> <p>C) To achieve a good throw, you need to be aware of strength, explosive speed, balance, control, good range of movement in the shoulders, coordination, correct footwork for each discipline to be executed successfully.</p> <p>KQ3) – How can we jump safely and demonstrate basic technique in jumping?</p> <p>A) Practice a consistent, fast approach using arms for sprint, weight transfer, powerful take off and a controlled landing</p> <p>B) We do this by extending at the hip, knee and ankle; tall and thin in the air and a controlled landing by bending at the knee</p> <p>C) Always maintain a good tall posture and core positioning for each challenge. Practice take off using both legs to determine strongest leg launch</p> <p>KQ4) - How can we run effectively for a variety of distances?</p>	 <p>Class Discussion Class discussion around the correct techniques, and why they should be used. Explain the role of the fielder when they are in that position, and the tactics they use as a batter. Constructive criticism around WWW and EBI</p>
	 <p>CC Links Science – warm up, how the body responds to exercise. Transfer of weight. Maths – trajectory of the throw</p>
	<p>Key methods of delivery</p> <p>Teacher lead for ALL throws (when and how to handle equipment including retrieval after throw, T&F safety zones)</p> <p>Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance.</p> <p>Demonstrations by teacher to break down technique in a specific discipline (throw & jump) WAGOLL. Use of laminated resources for each discipline are available. Students paired for peer assessment feedback, WWW EBI on key points to help improve and progress technique in throws, jumps & running. (Check sheet available for throws activities)</p>
	<p>Suggested activities/ tasks</p> <p>First lesson is always safety in athletics explaining areas for participation and observation.</p> <p>Use of record sheets for students to record distances etc on athletics activities.</p> <p>Laminated resources for specific disciplines (throws & jumps). Depending on size of group you can get a jump and run done in 1 lesson.</p>
	 <p>Class Discussion Class discussion around safety of athletics with scenarios of what would happen if, we do this because to check for importance of safety. Use of a various weighted/size of equipment to suit individuals, one size doesn't fit all. WAGOLL to discuss different technique. Start positions and lanes on track for each distance. Pacing for specific distances how to maintain this, how to exert yourself and give your all.</p>



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<p>A) Know the layout of the track and where each distance starts and finishes for each event. Be aware of using lanes and understanding pacing for each distance</p> <p>B) By establishing a running technique for progression, good posture; shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms backwards and forwards, not across the body. Developing this technique will help improve the running speed</p> <p>C) Using the correct start position to accelerate as quickly as possible is essential. Developing your starts and acceleration technique will help you cover short distances faster and improve your maximum running speed</p> <p>D) Implement hurdles as part of warm up routine for running events and develop flight over height for MA. Expand on hurdle technique if quality/potential demonstrated.</p> <p>KQ5) – How can we make progress in athletics?</p> <p>A) Know our own strengths and weaknesses in each event using peer and self-assessment</p> <p>B) Understand how to improve the technique</p>		<p>CC Links</p> <p>Science- warm up, what happens to the body at this time, why needed. Effects of exercise on the body.</p> <p>Sports Studies- CoF (what are we using for jumping, throwing & running)</p> <p>Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs (if recording requested).</p>
--	---	--



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>HALF TERM 1: Girls</p> <p>KQ1- What skills/ qualities do I need to be a successful sports student @ ONA? A) Intro and induction into standards/ expectations/ opportunities/ enrichment. B) TGFU approach to baseline students and introduce sequenced PD outcomes.</p> <p>KQ2- What are the basic rules and regulations of 2/3 sports? A) Students to learn and demonstrate the basic rules and regulations of 2/3 curriculum areas. E.g. hockey- 11 players on a team; ball cannot touch the rounded side of the hockey stick; the ball cannot touch feet; the stick must not be lifted above the waist</p> <p>KQ3- What basic skills need to be learnt to play a game? E.g. netball - Catch the ball, use a variety of passes, learn a basic shooting technique.</p> <p>KQ4- What basic tactics are required to be successful in sport? E.g. Futsal - Movement on/ off the ball- passing and moving into space/ use a variety of passes.</p>	<p><u>Key Methods of Delivery</u> Group work- to observe how students get along with each other/ identify potential leaders. Guided discovery/Problem solving TGFU- Students can showcase current tactical and technical skills to help with baseline assessments/ future groupings. Student led leadership- to display personal development key words and showcase their creativity/ imagination.</p> <p><u>Suggested Activities/ Tasks</u> Netball- paired activities using a whole part whole model to develop confidence to perform basic skills. Small grids set up for ball retention in netball and futsal- can students understand and display spacial awareness to keep possession in a 3 v 1.</p> <p><u>Class Discussion</u> What does a good sports person look like? What traits and qualities would they display? (Personal development focus) Whats the difference between a rule and a re regulation? Can you provide examples of both.</p> <p><u>CC Links</u> Maths- trajectory/angles in futsal and netball. PSE/RS- Values and personal development. Science- Biology- Anatomy and physiology links/ discussion during DIN activities and after Warm ups.</p>
<p>HALF TERM 2: Gymnastics</p> <p>KQ1- What shapes can we make with our bodies? A) focus on posture, presentation, extension, tension and flexibility to create different positions with the body</p> <p>KQ2 – How do we perform balances? A) be able to perform individual and partnered balances B) perform for 3 seconds with control C) use of body weight and counterbalance. D) posture, tension, extension and presentation.</p> <p>KQ3- How do we perform an aesthetically pleasing routine? A) use of basic shapes – arch, dish, front support, back support B) use of individual and pairs balances C) Travel – how to get from one move to the next (side steps, leap, leg lift on tiptoe. Rolls can be used amongst other methods of travel if confident with them. D) ROLLS –Some students lack confidence with forward/backward roll. To build confidence start with dish and tuck positions into a rocking motion. Use crab walking and bear walks then move onto using a springboard and mat for them to roll down.</p> <p>Front Roll-Start smart, stood up tall and with knees & feet together, down into crouch, chin tucked to chest, fingers</p>	<p><u>Key Methods of Delivery</u> Discovering movement shape, balance & travel in gymnastics. Problem solving to identify solutions. Record and review performances. Staff demonstrations (EBI/WWW), teach it back, resource cards as well as diagrams on T&L board for reinforcing technique.</p> <p><u>Suggested Activities/ Tasks</u> Students work in pairs (1 mat per pair, max 3) creating their name using only their body to explore shape to form letters. Perform and review. Extension: task full name or whole group. Explore balances individual/partners Develop routines using shape, balance and transition Sequence all newly explored gymnastics to create flow</p> <p><u>Class Discussion</u> What is posture and how this affects our body short/long term? What does aesthetically pleasing mean and why is it important to the way we perform? How can performing in front of others make us feel? How can being active help us while we're growing?</p>



YEAR 7 CURRICULUM MAP


Physical Literacy, Health, Wellbeing, Development

<p>spread, weight tilt forward, keep tucked, hips above shoulders on roll, legs straight and feet stretched, feet tucked in under bottom, feet and knees still together on standing and head up shoulders down to finish.</p> <p>Backward Roll-Start smart, stood up tall and with knees & feet together, down into crouch, chin tucked to chest, sit back with hands by shoulders, palms facing up and elbows pointing forward, push back placing hands on mat, weight on hands NOT HEAD OR NECK, ensure remain tucked, lift up and push with hand back up to smart tall position.</p> <p>Pencil/Side/Log Roll- Start smart, flat back, head neutral on the mat but tall and with knees & feet together, legs straight, hands and feet stretched, maintaining body tension with arms by the ears throughout the rollover.</p> <p>Teddy Bear/Straddle Roll-Start smart, sat in straddle position on the mat, legs and feet stretched/straight, back tall, hands placed behind your knee/lower leg (maintain this shape throughout the roll), lean to the left bringing your right leg up to start the roll sideways, continue the rolling onto your back and shoulder to finish still in straddle but in the opposite direction to where you started. Progression for this roll can be synchronised with a partner.</p>		<p>CC Links</p> <p>Maths-shapes and angles, timing</p> <p>English-letter formation</p> <p>PSE-constructive feedback, building confidence to perform in front of an audience</p>
<p>Girls Futsal</p> <p>KQ1 – What are the basic gameplay rules and how are these modified in small sided games?</p> <ul style="list-style-type: none"> Futsal is played as a team of 5. 1 Goalkeeper and 4 outfield players (this can be modified in lesson for group numbers, space and equipment available). The game is started from the centre spot on the halfway line. When the ball leaves the side-line, it is kicked in from the line, not thrown in. The ball is a lot heavier than a football and the game tends to be played on the floor. Not kicked through the air, unless it is flicked. Heading is banned. Instead use of the chest and thigh to control the ball is encouraged <p>KQ2 – How can players move with the ball / dribble effectively?</p> <ul style="list-style-type: none"> Running with the ball is a key skill and the most effective way is to use both feet and different parts of the foot. It is key to keep your head up when dribbling to be able to see opponents and teammates. Smaller touches of the ball are used in tight spaces and large touches out in front can be used to dribble into space. Turns and skills are effective and enable players to get out of tight spaces or away from defenders. There are a variety of turns used in the game to change direction. 		<p>Key Methods of Delivery</p> <p>Students work in pairs and small groups to dribble the ball. Guided discovery – what are the best methods/parts of the foot to dribble the ball.</p> <p>Peer assessment. When one student is dribbling the others are observing and identifying WWW and EBI.</p> <p>Dribbling – whole method used to demonstrate as it is an open and continuous skill.</p> <p>Passing and moving is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p> <p>Suggested Activities/ Tasks</p> <p>Paired and small group passing work. Focus on controlling and passing the ball using the correct technique and different parts of the foot. Pass and move into space. Progressing to opposed play</p> <p>Dribbling in areas (lanes/cones))</p> <p>Modified small sided games, focus on keeping possession and building up play</p> <p>Class Discussion</p> <p>Planned oracy opportunities for students to go here.</p> <p>Most effective methods of controlling and passing the ball over varied distances.</p> <p>Best part of the foot to use for power/accuracy/speed</p> <p>Students highlight WWW and EBI in other’s performances</p> <p>How is futsal links to football</p>



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<p>KQ3 – How can players control, pass and move in order to keep possession?</p> <ul style="list-style-type: none"> • Players can use different parts of the foot to pass the ball. Instep, outside of the foot, laces or front of the foot (to chip the ball). • Short passes are used with the instep. Bodyweight is on the non-kicking foot and the toe of the kicking foot is pointing at a right angle to the direction the ball is being played. • Controlling the ball allows a player to receive a pass and have the ball in a position that they can use it effectively to either shoot, dribble, or pass to another player. • Controlling the ball with the foot is a lot like passing the ball but in reverse, player meet the ball and use the instep to cushion the ball in front of them. • There are lots of different ways of controlling the ball with the foot. Instep, outside of the foot, lifting the toes and trapping the ball under the foot. You can control the ball with the thigh and chest if the ball is played through the air. 	 <p>CC Links Possible cross curricular links to be suggested here. Science – forces, Newtons’s laws. Maths- angles Geography – parts of the world that play futsal (South American countries, European countries)</p>
<p>HALF TERM 3: Netball</p> <p>KQ1) – How can players pass and receive the ball effectively</p> <ul style="list-style-type: none"> • Perform a variety of passes, such as the chest pass, bounce pass and shoulder pass. • Chest pass – hands behind the ball, fingers spread out, extend elbows, and push the ball forward, stepping into the pass. The fingers should point to the target on releasing the ball. • Bounce pass - hands behind the ball, fingers spread out, extend elbows and push the ball in a downwards motion aiming for it to bounce approximately $\frac{3}{4}$ between you and the target, stepping into the pass. The fingers should point to the target on releasing the ball. • Shoulder pass – hold the ball at head height, step in the direction of the pass by transferring your body weight from back foot to front foot, pull the arm through with the elbow leading, to follow through, fully extend your arm and wrist. The fingers should point to the target on releasing the ball. • Catch the ball with your fingers spread wide open, bring the ball back in and snug towards your chest. <p>KQ2) – how do we perform the footwork rule?</p> <ul style="list-style-type: none"> • Pivot - stand with knees slightly bent and your feet shoulder width apart, rotating yourself on the ball of your landing foot, keeping your upper body straight and head up. Make sure the hip of your pivoting leg is pointing in the direction you are aiming to pass the ball in. You can move or step with the other foot any number of times. You are 	<p>Key Methods of Delivery</p> <p>Students work in pairs and small groups to pass and receive the ball. Guided discovery – what are the best methods to pass successfully?</p> <p>Peer assessment. When one student is passing, the others are observing and identifying WWW and EBI.</p> <p>Passing and receiving is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p> <p>Suggested Activities/ Tasks</p> <p>Paired passing and receiving, using all methods. Increase a time pressure as a progression</p> <p>Progress onto 5v5 passing in specified area to work on passing on the move</p> <p>Progression to half court game with correct positions. Attacking players aim to score a goal, with only GA and GS allowed in the circle to score. Defending players aim to get the ball to the C who must receive it in the centre circle. Aim of the conditioned game is to get the students to understand the role of the position they are playing, in terms of where they are allowed to go on the court, and their responsibility on court.</p>



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>not allowed to lift the foot you are pivoting on before you release the ball.</p> <p>KQ3) - What basic tactics are required to be successful in netball?</p> <ul style="list-style-type: none"> • Understand the role of each position, and where they are allowed on court (GK, GD, WD, C, WA, GA, GS) • Recognise when their team is attacking or defending - attacking players will know how to make space to receive the ball • Understand what their role is when the team is attacking or defending <p>KQ4) - What are the basic rules and regulations?</p> <ul style="list-style-type: none"> • No travelling with the ball • No snatching the ball out of another player's hand • The ball can only be held onto for 3 seconds before it has to be passed • Players are not allowed to move into the areas that they are not designated to. • Players should be 1m away from the opponent when marking the ball • 7 players on a team 		<p><u>Class Discussion</u></p> <p>Discussion around the technique of the skills, and why they are performed in that way Students highlighting WWW and EBI in constructive criticism</p>
<p><u>Trampolining-</u></p> <p>KQ1 – How can we use the trampolines safely?</p> <p>A) Induction</p> <ul style="list-style-type: none"> • Spotting – pushing performer back on if they are falling • 1 person at a time • only go on if a teacher is present • no jewellery • how to fall correctly • slide off – no jumping down • socks must be worn <p>KQ2 – How do we successfully jump on a trampoline?</p> <p>A) stay on the centre cross B) arms up, hands straight, little fingers facing forwards C) head up, eye sight at the end of the trampoline D) tense all muscles, pointed toes E) Stopping – legs apart, squat, arms out forward F) use of tension (squeezing the muscles in the body to keep tightness and control) G) use of extension (stretching and straightening of the limbs)</p> <p>KQ3 – How do we perform turns?</p> <p>A) be able to perform half and full turns with tension, extension and control. B) use of quarter and 3 quarter turns if needed C) stay in the centre of the trampoline, eyesight at the end of the trampoline, head up, arms up, legs together, feet pointed, no over or under rotation.</p> <p>KQ4- What shapes can we make with our bodies?</p> <p>A) Explain what the 3 shapes should look like</p> <ul style="list-style-type: none"> • Tuck – knees to chest, arms touch shins and back up, pointed toes • Straddle – legs apart, up, in front and straightened, toes pointed, hands touching as far down the leg as possible • Pike – legs together, up, in front and straightened, toes pointed, hands touching as far down the leg as possible. 		<p><u>CC Links</u></p> <p>PSE- British Values- Respect the official's decisions, team work. Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be. Science – warm up and the effect of exercise on the body</p>
		<p><u>Key Methods of Delivery</u></p> <p>Teacher led - to ensure safety when learning new skills record and review – when performing shapes to show EBI and WWW</p>
		<p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> • Half of the groups on the trampoline, the other using the trampolining booklet to do core fitness / complete tasks • Peer assessment to improve performance
		<p><u>Class Discussion</u></p> <ul style="list-style-type: none"> • What is tension? • What is extension? • What can help our control when performing shapes and turns?
		<p><u>CC Links</u></p> <ul style="list-style-type: none"> • Physics – use of bodyweight • PSHE – self confidence



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>B) To attempt to perform these moves with some accuracy and control.</p>		
<p>HALF TERM 4: Dodgeball KQ1- What are the basic rules and regulations? A) Rules-</p> <ul style="list-style-type: none"> • 5 dodgeballs along centre line at the start of the rush. 2 balls on teams left are their designated balls- The centre ball is the only contested ball. • The balls are not live until they have passed the return line. • Key terms- Live balls, hits, blocking, stalling. <p>B) Regulations- 6 players on a court</p> <ul style="list-style-type: none"> • Crossing over the neutral zone will result in an 'out' • When players are out, they sit on the bench in order (first out, first in) when live ball is caught by a team mate. <p>KQ2)- How do we throw and catch the ball? A) Throw- Power comes from both...</p> <ul style="list-style-type: none"> • Dynamics- Speed of movement- Use your body to gain momentum- Transfer of weight from side to front. • Throw/ Follow Through- Use a full range of motion (let the ball go at the furthest possible distance from body) <p>B) Catch- When attempting to catch a ball, stabilise yourself and get your full body behind the ball. Create a target with hands (W with thumbs and index fingers) Watch the ball carefully until it is safely in your hands.</p> <p>KQ3)- Can you identify and demonstrate both individual and team tactics? A) Individual tactics- Aim for MA players first (when you have the most energy) Aim below the waist to avoid being caught out/ go as far forward as possible when throwing to minimise distance to target. B) Team tactics- decide who is going to run in the initial rush/ contest for the centre ball. Get team mate to flick ball back to other team members so they can immediately throw at opposition runners.</p>	<p>Key Methods of Delivery Paired work- throwing and catching the ball over short distances Group work/ TGFU- Game appreciation/ tactical awareness/ showcase decision making Reciprocal coaching- WWW/EBI regarding teams tactics and strategies.</p>	
		<p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> • Students work on technique for both catching and throwing the ball. Throw at cricket stumps/ other targets such as hoops. Progress to moving targets- e.g. hoops skid across the floor. • Small-sided games- to showcase tactics/ developing skills. • During game play, the resting team can complete an analysis task-WWW/EBI regarding teams tactics and strategies.
		<p>Class Discussion Why are certain teams/individual players successful at this game? What do successful players have in common with regards with technique/tactical awareness/movements?</p>
		<p>CC Links PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball. Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be. Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p>
<p>Handball KQ1) What basic skills are needed to be learnt to play handball?</p> <p>Passing with accuracy (e.g. overhead/ bounce/ arrow) <u>Teaching points</u> Stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot. The throwing arm is held high and taken back behind the head at a 90° angle. Point the non-throwing arm at the target.</p>	<p>Key methods of delivery Paired and small group work. Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team. TGFU- small sided conditioned games leading to Full sided competitive games</p>	
		<p>Suggested activities/ tasks King of the ring (must try to keep possession while moving without someone taking the ball/ knocking the ball away). Piggy in the middle. 2v1 then 2v2, small sided conditioned games- no goals. Points for amount of passes a team can make in a row. Must make X amount of passes before you can score. 3v3 in a 5mx5m area.</p>



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<p>Transfer the weight from your back foot to your front foot by rotating your hips and torso toward the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. Release the ball just in front of your head with both feet on the ground and the chest facing the target. Follow through with your throwing arm pointing toward the target. Catching/ receiving a ball consistently using the correct technique.</p> <p><u>Teaching points</u> Stand shoulder width apart, on the balls of your feet, facing the direction of the ball. Extend the elbows so that the arms at chest height with slight flexion in the elbow. As the ball is coming towards you, begin to move towards the ball. Keep arms pointing towards the ball. Nearly connect the end of the thumbs together and first finger to make a heart shape. Spread the other fingers wide to make a large target. On impact of the ball, close fingers around the ball and flex the elbows to bring it in towards the chest. Ensure the thumbs are behind the ball and get into a ready position for your next decision.</p> <p>Shooting- students should consistently use the correct technique- this will include the jump shot.</p> <p><u>Teaching points</u> Point the non-throwing arm at the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. (Jump shot you should release the ball at the highest point of jump and just in front of your head) Release the ball sharply downwards at the required target.</p> <p>KQ2)- How do we dribble/ move forward with the ball? 3 steps bounce, look to outwit opponents, decision making. In lines take it in turns to run with the ball/ introduce a defender (at first must shadow and not try to get possession and then introduce where they have to try to take possession).</p> <p>KQ3)- What are the basic rules?</p> <ul style="list-style-type: none"> • A match consists of two periods of 30 minutes. • Each team consists of 7 players; a goalkeeper and 6 outfield players. • Outfield players can touch the ball with any part of their body that is above the knee. • Once a player receives possession, they can pass, hold possession or shoot. • If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling. • Only the goalkeeper is allowed to come into contact with the floor of the goal area. 	<p>Students to develop their decision-making of when to perform a skill (dribble/ pass/ shoot). Students to work in pairs/ small groups to devise their own drills to improve a specific skill or tactic</p> <hr/> <div style="display: flex; align-items: center;">  <div> <p><u>Class Discussion</u> What impacts your decision making? Movement on/ off the ball- passing and moving into space/ use a variety of passes, how does this effect the game? Feedback and evaluation- teacher, peer and individual. What is the importance of using tactics in a game? Can you explain a drill that would help you or your team's performance?</p> </div> </div> <hr/> <div style="display: flex; align-items: center;">  <div> <p><u>CC Links</u> PSE- British values. Respect, values and tolerance Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries) Maths- angles and trajectory.</p> </div> </div>
--	--



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<p>KQ4)- What basic tactics are required to be successful in handball? Movement on/ off the ball- passing and moving into space/ use a variety of passes. Positions and roles in handball- what students suits which role? The goalkeeper defends the goal The centre is a creative handball player who directs play at both ends of the court. Left & right backs are usually the largest players on the team. When defending, they try to block shots, and in attack they are the long-range handball shooters. The circle runner is the force in attack and a disruption to opponents when defending. He/she is quick and gets in among opposing defenders to either create openings for teammates or to get into a good scoring position. Left & right wingers are fast players who patrol the sides of the court. They Defend and attack.</p> <p>KQ5)- Can you evaluate your own and others performance? Feedback must be constructive for students to have secure knowledge and understanding and demonstrate progress.</p>			
<p>HALF TERM 5: Rounders</p> <p>KQ1) – How do we throw and catch a rounders ball successfully?</p> <ul style="list-style-type: none"> Overarm throw - stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot, transfer the weight from your back foot to your front foot by rotating your hips and body toward the target pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast, release the ball just in front of your head with both feet on the ground and the chest facing the target. Follow through with your throwing arm pointing toward the target. Catch a ball using cup technique - feet shoulder width apart, hold your hands so palms face up, making a cup shape, as you catch the ball, bring the hands together and pull into your body. <p>KQ2) - How do I make contact when batting?</p> <ul style="list-style-type: none"> Stand sideways on, feet shoulder width apart, knees bent. Hold bat at 90 degrees to arm. Keep eyes on the ball, and transfer weight from front foot to back foot. Follow through in the direction you want the ball to go. <p>KQ3) - How can we bowl successfully in Rounders?</p> <ul style="list-style-type: none"> Underarm bowl - face target, with ball in dominant hand. Swing your arm forward, transferring your weight from your back foot to front foot. Release the ball when your arm is positioned in front of your 	<p>Key methods of delivery Students work in pairs and small groups to throw and catch the ball. Guided discovery – what are the best methods to pass successfully? Peer assessment. When one student is throwing and catching, the others are observing and identifying WWW and EBI. Throwing and catching is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI Bowling is demonstrated as a part method, breaking down the preparation, execution and follow through. Students reflect on success and discuss WWW and EBI</p>	<p>Suggested activities/ tasks Paired throwing and catching. Increase a time pressure as a progression TGFU – incorporate rules and regulations. First 2 weeks have games which no batter to encourage throwing technique</p>	<p>Class Discussion Class discussion around the correct techniques, and why they should be used. Explain the role of the fielder when they are in that position, and the tactics they use as a batter. Constructive criticism around WWW and EBI</p>





YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>body. Your fingers should be pointing at the target when the ball is released.</p> <p>KQ5) - What are the basic rules and regulations?</p> <ul style="list-style-type: none"> • If a ball is caught direct from a bat, the batter is out • The bat must be held onto when running around the pitch • The batter is out if the base is stumped whilst running towards it • If the ball is hit backwards, the batter must stay at first base until the ball has crossed the batting line • 9 players on a rounders team 		<p>CC Links</p> <p>Science – warm up, how the body responds to exercise. Transfer of weight.</p> <p>Maths – trajectory of the throw</p>
<p>Athletics</p> <p>KQ1) – How can we participate safely in athletics?</p> <p>A) Be aware of your surroundings and others around you always, whether on a track or field activity. Enter and leave T&F zones in a safe way</p> <p>B) Only handle equipment when advised to do so by staff member and use in correct way as demonstrated at the start</p> <p>KQ2) - How can we throw safely and demonstrate basic technique in throwing?</p> <p>A) By understanding the different stages covered for example preparation, execution and follow through when throwing Shot, Javelin and Discus</p> <p>B) Know the movement in order to develop technique for each throw Shot Putt/push, Javelin/pull throw, Discus/sling throw.</p> <p>C) To achieve a good throw, you need to be aware of strength, explosive speed, balance, control, good range of movement in the shoulders, coordination, correct footwork for each discipline to be executed successfully.</p> <p>KQ3) – How can we jump safely and demonstrate basic technique in jumping?</p> <p>A) Practice a consistent, fast approach using arms for sprint, weight transfer, powerful take off and a controlled landing</p> <p>B) We do this by:</p> <ul style="list-style-type: none"> • Long jump: stand feet slightly apart, take off, hang time, landing. Break skill down into parts, demo and practice at side of marked out zone. • Triple jump: Hop, skip, jump. Keep hips high throughout, Use arms to maintain balance. Hop should be low relative to the jump phase. • Hurdles: head position, leading leg, trailing leg, stay low. 4 lanes, differentiated, varying heights Discuss stride pattern, 3 steps. extending at the hip, knee and ankle; tall and thin in the air and a controlled landing by bending at the knee <p>C) Always maintain a good tall posture and core positioning for each challenge. Practice take off using both legs to determine strongest leg launch</p> <p>D) Rules regarding take-off and landing (feet placement). How do we record distances jumped (use of cones/flags and tape measure) NO run up for standing jumps</p>	<p>Key methods of delivery</p> <p>Teacher lead for ALL throws (when and how to handle equipment including retrieval after throw, T&F safety zones) Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance.</p> <p>Demonstrations by teacher to break down technique in a specific discipline (sprint start position, throws and jumps) WAGOLL. Use of laminated resources for each discipline are available for a visual. Students paired for peer assessment feedback, WWW EBI on key points to help improve and progress technique in throws, jumps & running. (Check sheet available for throws activities)</p>	<p>Suggested activities/ tasks</p> <p>First lesson is always safety in athletics explaining areas for participation and observation.</p> <p>Use of record sheets for students to record distances etc on athletics activities.</p> <p>Laminated resources for specific disciplines (sprint start, throws & jumps). Depending on size of group you can get a jump and run done in 1 lesson.</p>
		<p>Class Discussion</p> <p>Class discussion around safety of athletics with scenarios of what would happen if, we do this because to check for importance of safety.</p> <p>Discuss use of various weighted/size of equipment to suit individuals, one size doesn't fit all.</p> <p>WAGOLL to discuss different technique.</p> <p>Start positions and lanes on track for each distance.</p> <p>Pacing for specific distances how to maintain this</p> <p>how to exert yourself and give your all.</p> <p>Discuss standards –Timed races (sprints, hurdles, run) Distances jumped (high, triple and long)</p> <p>Explain rules of recording the distance of where the throw contacts the ground first (grass should show a mark/dent) and must remain in the throwing zone to be an effective throw.</p>



YEAR 7 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>KQ4) - How can we run effectively for a variety of distances?</p> <p>A) Know the layout of the track and where each distance starts and finishes for each event. Be aware of using lanes and understanding pacing for each distance</p> <p>B) By establishing a running technique for progression, good posture; shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms backwards and forwards, not across the body. Developing this technique will help improve the running speed</p> <p>C) Using the correct start position to accelerate as quickly as possible is essential. Developing your starts and acceleration technique will help you cover short distances faster and improve your maximum running speed.</p> <ul style="list-style-type: none"> • Sprint start: crouch, arms shoulder width, fingers bridged, back knee on floor • Bodyweight slightly forward. To replicate the correct posture, arm action and leg action. • Sprint: movement of arms, hip to shoulder, leg movement, pick knees up, stride length & stride frequency. D) Implement hurdles as part of warm up routine for running events and develop flight over height for MA. Expand on hurdle technique if quality/potential demonstrated. <p>KQ5) – How can we make progress in athletics?</p> <p>A) Know our own strengths and weaknesses in each event using peer and self-assessment</p> <p>B) Understand how to improve the technique</p>		<p>CC Links</p> <p>Science- warm up, what happens to the body at this time, why needed. Effects of exercise on the body.</p> <p>Sports Studies- CoF (what are we using for jumping, throwing & running)</p> <p>Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs (if recording requested).</p>
<p>HALF TERM 6: Cricket</p> <p>KQ1) – How do we make contact with a ball when batting?</p> <p>A) correct grip – hands in a V shape left hand above right (right handed, left handed is reverse) pointing down between the spine and edge of the bat.</p> <p>B) Stand sideways to the bowler, feet apart</p> <p>C) concentrate and watch the ball, hand eye coordination</p> <p>KQ2) – How do we successfully bowl?</p> <p>A) to understand and have knowledge of the correct bowling technique</p> <p>Starfish bowling – sideways on, shape of a star, arm stays straight, arm over and brushes the ear, step through and let go at 2 o'clock.</p> <p>B) to be able to perform a basic bowling action with accuracy and control.</p> <p>KQ3) – what are some of the basic rules of cricket?</p> <p>A) to be able to understand and play by some basic cricket rules</p> <ul style="list-style-type: none"> • ways of getting out (bowled, caught, run out, stumped, hit wicket) • bowling from behind the crease • batting in a crease • running between the wickets. • 6 balls in an over • Boundaries (4s and 6s) • No balls and wides 	<p>Key methods of delivery</p> <p>Paired work- starfish bowling</p> <p>record and review - making contact with the ball</p> <p>TGFU – implementing the rules</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • Pairs bowling – partners facing each other with a hoop/box in between. star fish bowling into the hoop. • Pairs cricket • 4 bats 	<p>Class Discussion</p> <ul style="list-style-type: none"> • How can we improve the accuracy of our bowling? • How can we increase our success of hitting the ball?
		<p>CC Links</p> <ul style="list-style-type: none"> • Maths – trajectory of the ball when bowling • Physics – transfer of weight, levers.



YEAR 7 CURRICULUM MAP

Physical Literacy, Health, Wellbeing, Development

<p>Tennis</p> <p>KQ1) – How do you correctly hold a tennis racket? A) handshake grip, thumb pointing down the side of the racket</p> <p>KQ2) – How do you make full contact with the ball? A) use of hand-eye coordination, watch the ball, hit in the middle of the racket B) keepy ups on both sides of the racket C) maintain a rally with a partner without a net to practice with a moving ball.</p> <p>KQ3) – What basic shots can we play in tennis? A) Forehand – feet apart, knees slightly bent, contact by waist, power, foot movement, hand eye coordination B) maintain a rally using the forehand and footwork without a net.</p> <p>KQ4) - How can we improve our footwork? A) watching the movement of the ball to judge where to move B) agility and keeping on your toes to get to the ball with enough time</p> <p>KQ5) - What are the basic rules of tennis?</p> <ul style="list-style-type: none"> • one bounce a side (ball has to bounce after serve), ball must land in court. • Scoring: 15, 30, 40. If its 40-40 deuce is called. A player must win by 2 points. • Ball can clip the net as long as it goes over • if the ball touches any part of the line it is in. 	<p>Key methods of delivery Pairs work- rallies Guided discovery- how to make contact with the ball</p>
	<p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • Space invaders – in pairs, have to face the net and can only use the lines. 1 partner tries to catch the other • Relay races- range of races to develop hand-eye coordination and get used to holding the racket.
	<p> Class Discussion</p> <ul style="list-style-type: none"> • What is hand-eye coordination? • Why is footwork important? • Which components of fitness are needed in tennis?
	<p> CC Links</p> <ul style="list-style-type: none"> • Maths- trajectory of the ball to get over the net. • Biology- muscle pairs working to provide power