



YEAR 9 CURRICULUM MAP



Physical Literacy, Health, Wellbeing, Development

<p>HALF TERM 1: Futsal (1)</p> <p>KQ1 – What can players do to keep possession of the ball when marked or in tight situations?</p> <ul style="list-style-type: none"> • If players are in tight spaces or being closed down, they need to be able to pass and move using 1 or 2 touch passes. • Communicate effectively, giving player information about where space is or where they are passing to. • Adjusting body position as the ball travels towards them and have an idea of where the ball is going to be passed to before they receive it. • Use a range of passing techniques correctly selected for the given distance the pass needs to travel. Short, driven, lofted, chip <p>KQ2 – what are the most effective ways of scoring in futsal?</p> <ul style="list-style-type: none"> • Players will be able to dribble the ball towards a goalkeeper and attack them in 1v1 situations. This can be by dribbling the ball around the GK by change angle and pace of a run, before passing into the net from a wider angle. • Shooting towards the goal. Using different techniques will enable players to adapt to specific situations. Chip shot, placing a shot in a specific area and shooting for power. Understanding the correct part of the foot to use for each shot. <p>KQ3 – What are the key tactical demands of futsal?</p> <ul style="list-style-type: none"> • Offensive tactics. Attacking as a team or fast break. Showing overlap runs and change of speed to outwit opponents. Zig-zag runs to outwit defenders and make it more difficult to track runs and mark you. • Defensive tactics. Maintaining a position or defending as a team with numbers back. Getting players back in defensive positions in order to defend more effectively and make it more difficult for the opposing team to shoot and score. • Marking players effectively by being goal side. Understand body position and the correct angle to defend when a player has their back to goal. <p>KQ4 – How can players observe and analyse performance in order to improve their own and others play?</p>	<p>Key Methods of Delivery</p> <p>Student led and teacher led guided discovery Small group work TGFU – practicing and applying game realistic tactics Peer and self-assessment</p> <p>Suggested Activities/ Tasks</p> <p>Small passing grids with defenders Student designed and led offensive plays Shooting drills 1v1 with GK. 2v1 Attack vs Defence 5v5 competitive games</p> <p>Class Discussion</p> <p>Planned oracy opportunities for students to go here. Students discuss the best ways to beat a defence or defend an attack. Are there any tactics we can use from other sports like basketball/football/netball? Students orally feedback WWW and EBI from observing performances</p> <p>CC Links</p> <p>Possible cross curricular links to be suggested here. Cadets – what are tactics compared to skill skills Reflection from other subjects – RS PSE Maths – angles to create space BTEC Sport – components of fitness used in Futsal.</p>
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<ul style="list-style-type: none"> • Observe performance and highlight strengths and areas for development in skills and tactics. • Understand which tactics work best in given situations and adapt play in order to outwit opponents in competitive games. • Identify why play has broken down and what could have been done to prevent this. • Understand and attempt to replicate useful skills and tactics in order to enhance performance. 		
<p>Half Term 1 Boys Basketball</p> <p>KQ1 – How can we can show creativity and consistently pass the ball effectively in gameplay?</p> <ul style="list-style-type: none"> • Understand and demonstrate a variety of different passes. Selecting the most appropriate pass and executing it quickly with accuracy and following this with movements into space in order to receive the ball again. • Understanding when best to use a particular pass in a given situation. The correct pass and technique are used for the given situation a player is in. E.g bounce pass s not used over a long distance. Javelin or shoulder pass are not used over a short distance. <p>KQ2 – What are the key tactical demands of basketball that enable us to play offense and defense effectively?</p> <ul style="list-style-type: none"> • Understand changes in defensive strategies from zonal to Man to Man and the strengths of each tactic. • Demonstrate zone defense with the correct positions of players in the right area of the zone. • Work as a team to prevent the opposition making easy baskets by closing down space as they approach the zone and use the correct body and arm position to attempt to intercept or make pass difficult for the opposition. • Lead each other and communicate in order to carry out tactics effectively as a team. <p>KQ3 – What are the most useful ways of keeping possession in tight spaces with limited options?</p> <ul style="list-style-type: none"> • Use footwork to gain an advantage over an opponent during game situations. The pivot enables players to move on the sport to change the angle or height the pass needs to be made at. 	<p>Key Methods of Delivery</p> <p>Guided discovery. Student creating and implementing their own ideas/tactics Lay-up – whole part whole method TGFU</p> <p>Suggested Activities/ Tasks</p> <p>Small sided possession games Attack vs Defence tactical play Competitive games</p> <p>Class Discussion</p> <p>Planned oracy opportunities for students to go here. What is the best way to break down a zonal defence. How do we avoid losing possession in a given situation (e.g when the opposition is marking man-to-man)</p> <p>CC Links</p> <p>Possible cross curricular links to be suggested here.</p> <p>Sports studies – links to components of fitness used in basketball: e.g power Maths - scoring system, timing, angles of passes and shooting. Science – forces</p>	<p></p> <p></p>



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<ul style="list-style-type: none"> Pivoting in tight areas to evade defenders and risk losing possession. Players are able to hold the ball for three seconds in order to protect it from opposing players. Use the hold and pivot in the given time to evade defenders trying to steal the ball. <p>KQ4 – What is the most effective way to score a basket when moving?</p> <ul style="list-style-type: none"> The lay-up is the most effective way to shoot at either the end of a dribble or when receiving the ball whilst running. Players need to catch the ball securely and take large steps towards the basket. At the end of the lay-up the ball should be put up high over the head towards the backboard, attempting to keep the ball away from opponents hands trying to check or steal the ball. 		
<p>HALF TERM 2: Badminton</p> <p>KQ1) What are the rules of badminton? 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. A player can't touch the net with their racket or their body.</p> <p>KQ2) How can we develop service technique/tactics, so it becomes a strength? 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).</p> <ul style="list-style-type: none"> Observe your opponent's positioning/preferred shots- e.g. Overarm clear is preferred shot so deliver more short serves/ serve to weaker BH side. Disguise the serve- produce a long swing (as though you are performing a long serve) then drop the shuttle over the net onto the service line. Vary the height, speed, depth and trajectory of the serve so your serve becomes unpredictable. <p>KQ3) What tactics can we use to outwit our opponents in game play?</p> <p>A) Occupy the base position as much as possible (middle of the court) Apply maximum movement pressure to opponent- move them around the court/ hit shots with different angles and depths. Hit to the corners/ disguise shots, such as drop shots. Vary the speed/ trajectory of shots.</p> <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>Key methods of delivery Group work/ Student led leadership- Designing service accuracy drills. Reciprocal coaching/ Record & Review- Serving tactics and technique. TGFU- Single games with double points for winning points of serve.</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> Groups of 3- 2 students serving back and forth, while the 3rd students analyse technique and tactics. (Would the serve give the player an advantage in a game situation?) Design drills with targets for short and long serves to land in- scoring system for competition. <p>Single/ double games- with students taking on the role of the official (demonstrating knowledge of rules and regs) students playing to demonstrate both technical and tactical development.</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>



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<p>B) Design a drill to develop your own/ others confidence in a specific skill or tactic.</p>		
<p>Handball KQ- How do we pass? (using both hands)? Be able to demonstrate the correct technique when passing with both hands. Fingers spread out around the ball, Flex at the elbow (degrees depends on the type of pass and how far you want to throw the ball), put weight on back foot and transfer to front foot), step towards the target, aim for chest, follow through once the ball has been released. Only the goalkeeper is allowed to come into contact with the floor of the goal area.</p> <p>KQ- What tactics are required to be successful in handball? You should select and apply the skills and tactics required for handball in both attacking and defensive situations. Develop your leadership skills to have a positive impact on yours and your teams performance. Students should have knowledge of the different position and roles in handball individuals to understand which roles would suit them: The goalkeeper defends the goal with just about every part of the body and is the only player who can touch the ball with his/her feet. The centre is a creative handball player who directs play at both ends of the court. Also known as the 'playmaker' he/she sets up the tactics and players in shooting positions. 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 counter opposing wingers and in attack look to create openings for others, or shoot from the more difficult angles. Use of man to man marking Zonal defending- all 6 players must get behind the ball to defend the goal area.</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 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. Students to develop their decision-making of when to perform a particular skill (dribble/ pass/ shoot). Students to work in pairs/ small groups to devise their own drills to improve a specific skill or tactic Students will participate in regular 7v7 games to emulate the full game.</p>	
<p>KQ- Can you apply most rules into both conditioned and competitive game situations? Have knowledge and understanding of most of the key rules in handball. Have the confidence to officiate a game.</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. 		<p>Class Discussion What impacts your decision making? What should happen if you lose the ball? What happens if they have one exceptional/ fast/ tall player? 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. Can you describe and explain strengths and weaknesses and how to improve? What is the importance of using tactics in a game? What position suits you? Explain why? Can you explain a drill that would help you or your team's performance?</p> <p>CC Links 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>



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<ul style="list-style-type: none"> • 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. <p>KQ- 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 3: Rugby</p> <p>KQ- How do we successfully pass on the run from both sides? A) Hip, bum, across the tum, take your time and be consistent. keep eye on the ball, use both hands, timing of both pass and run.</p> <p>KQ- Are you able to tackle effectively? Cheek to cheek, Ring of steel, head up and chin off your chest, drive with your legs. Match pace tackling drills will be introduced into a controlled game situation using tackle pads and body pads. In a game situation student when entering a specific area students are expected to perform a safe tackling technique with control and safety.</p> <p>KQ- Can you successfully demonstrate and apply ruck and Maul techniques in conditioned games Maul- Head down, Head up off chest, drive with the ball, work with other teammates (communicate) Ruck- end up beyond the ball, lying down facing your team mates, use the inside of your foot to move the ball out, strong body position with feet apart ready for contact.</p> <p>KQ- Can you successfully demonstrate a cross kick and conversion/place kick?</p>	<p>Key Methods of Delivery</p> <p>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</p>	<p>Suggested Activities/ Tasks</p> <p>When passing and tackling Start off slow and build up to introduce speed- look for accuracy and consistency. Students involved in 3v3 and 4 v4 conditioned games. Tackle bags/ body pads. Isolated conversion kicks from a variety of distances isolated cross kicks from a variety of distances. Small sided games where students have the opportunity to participate in different positions. Students to develop this skill at pace. Students will be involved in 7v7 and more in-depth knowledge of tactics and positional play will be introduced.</p>
<p><u>Conversion/ Place kick</u> Place the non-kicking foot beside the ball and the kicking foot behind it, then take around 5 steps straight back and 2 to the side of the non-kicking foot. This will vary for each player, everyone needs to find a position comfortable for them. Move towards the ball, place the non-kicking foot back beside the ball where it started. Keep the head down looking at the ball, with the non-kicking sidearm out horizontally for balance. Extend the kicking leg through the ball, pointing at the posts on the follow-through. Do not watch the ball as it leaves the foot, but keep the head down until a few seconds after the kick.</p> <p><u>Cross kick out of your hands</u> Fingers spread over the front of the ball. Drop the ball onto your foot. Kick the ball down the line of your leg with the laces. Strike the ball at the bottom of the ball so the ball</p>		<p>Class Discussion</p> <p>Re- cap on key points of the technique of the skills learnt throughout the lessons What impacts your decision making? What should happen if you lose the ball? Movement on/ off the ball- passing and moving into space/ use a variety of passes, how does this effect the game? Can you describe and explain strengths and weaknesses and how to improve? What is the importance of using tactics in a game? Students to explain why a person would be suited to a particular position. Can you explain a drill that would help you or your team's performance?</p>



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<p>spins backward. When striking the head and shoulders should be over the ball. Follow kicking leg through to ensure that there is power. When would these kicks be used in a game?</p> <p>KQ- What basic tactics are required to be successful in Rugby? Movement on/ off the ball- passing and moving into space/ use a variety of passes/ can you pass the ball quicker. Decision making/ Leadership skills/ knowledge and understanding of positional play. What positions (Forward, backs, scrum half, winger) best suit an individual? Can they explain why? Can you use physical strength of the forwards, in scrums and rolling mauls, this can result in significant territory gain?</p> <p>KQ- 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>CC Links PSE- British values. Respect, values and tolerance Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries). Components of fitness. Geography- What are the popular countries for Rugby? Where was the last rugby world cup held?</p>
<p>Fitness Suite KQ1- How do we exercise safely and effectively? A) Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions. B) Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies.</p> <p>KQ2) What is meant by the term overload and how do we apply this to a training programme? <i>Overload- is a basic sports fitness training concept. It means that in order to improve, athletes must continually work harder/ overload their body systems as their bodies adjust to existing workouts.</i> A) To apply overload principles to a training programme, you can do the following... <ul style="list-style-type: none"> You can increase the repetitions and sets, amount of weight or resistance or the length of time and intensity for an exercise. If you can do this effectively, you are applying overload principles to your training. </p> <p>KQ3) Explain the effects of exercise on the body? Short/ long term/ muscular & skeletal systems. 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. <ul style="list-style-type: none"> Skeletal- Short Term- Increased production of synovial fluid within joints- Reduces impact of exercise on the joint. Long term- Improve bone density/ strengthens ligaments- helps reduce the risk of osteoporosis. Muscular system- Short term- Increased blood flow to your muscles. Increase in muscle temp (1/2 degrees) allows them to be more flexible. Physical activity increases alertness as hormones are released. Long term- Increased number thickness of muscle fibres. Increased speed/ strength of muscular contractions. </p> <p>KQ4) While devising your own training plan, set personal goals and display your knowledge of COF, Methods of training and principles of training.</p>	<p>Key Methods of Delivery Paired work- spotting/ H&S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW Group work- exploring the term overload and ways in which it can be applied to a joint training programme.</p>	<p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> Students work in pairs to design and implement a progressive training programme, which displays overload and a clear understanding of COF/ training methods/ principles of training. (SMART targets identified as a pair) Sheets can be used to design the programme and track progress over the sequence of lessons. Suitable Fitness tests for the 7 COF can be carried out if time allows.
<p>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. <ul style="list-style-type: none"> Skeletal- Short Term- Increased production of synovial fluid within joints- Reduces impact of exercise on the joint. Long term- Improve bone density/ strengthens ligaments- helps reduce the risk of osteoporosis. Muscular system- Short term- Increased blood flow to your muscles. Increase in muscle temp (1/2 degrees) allows them to be more flexible. Physical activity increases alertness as hormones are released. Long term- Increased number thickness of muscle fibres. Increased speed/ strength of muscular contractions. </p>		<p>Class Discussion Explain the benefits of exercise. What factors that affect training? e.g. availability of facilities, cost of membership, reduced leisure time due to work/family/ school commitments.</p>
<p>KQ4) While devising your own training plan, set personal goals and display your knowledge of COF, Methods of training and principles of training.</p>		<p>CC Links PSE- Healthy living DT- Cooking- Diet and nutrition/ Eat well plate BTEC Sport- Component 2 exam- COF/ Training methods Science/ Biology- Anatomy and Physiology</p>



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<p>A) COF- Aerobic Endurance, Muscular Endurance, Flexibility, Speed, Strength, Power, Body Composition.</p> <p>B) Methods of Training- Continuous training, interval training, weight training, circuit training, speed training, fartlek training, flexibility training, Plyometric training.</p> <p>C) Principles of training- SPORT- Specificity, progression, overload, reversibility, tedium. FITT- Frequency, Intensity, Time, Type.</p>		
<p>HALF TERM 4: Dodgeball KQ1) Can you explain and demonstrate the rules of dodgeball? A) Rules- 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. B) Regulations- 6 players on a court 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. KQ2) Can you identify and showcase a range of tactics when under pressure in game situations? Use the full width of the court to throw balls from. Varying the angle makes it more difficult to detect incoming balls.</p> <ol style="list-style-type: none"> If you have 2 balls, throw 1 ball high into the air as a distraction (where there is space as you don't want to be caught out) To keep ball control/ more chances of getting opposition out, throw hard and fast against back wall so balls come back to your side of the court. Get low- smaller target and it will be easier to catch but harder to dodge so use a ball to deflect but if you drop it while using it as a shield you will be out. Catching strategies at the end of a game- watch the ball carefully/ absorb into your mid-section/ centre line of your body (don't reach for the ball/ pick your catch) Deflect up- Deflect the ball up into the air so you or a team mate can catch it second time before it hits the floor or the wall. Teamwork- if you aren't a target, gather up the balls for your team mates. <p>KQ3) What are the main positions on a dodgeball team? There are 4 dodgeball court positions.</p> <ul style="list-style-type: none"> Corners- Most important/ strongest players (best arms). After the rush balls are usually given to each corner (2 players) who stay at the sides of the court- They plan the counter attacks and ensure that their team keep ball control. Back up corners- These players will step in if the original corner is eliminated from play (You always want your strongest players in the corner positions). Middle- These players are the less confident players. They try to catch if they feel comfortable, retrieve the balls and communicate with the corners when planning to throw. Runners- Fastest players on the team. During the start of the game (the rush) they need to get to the teams' balls 	<p>Key methods of delivery Group work/ TGFU- full sided games with a tactical focus. Reciprocal coaching/Performance analysis- to analyse other teams' tactics/ strengths and design counter strategies to neutralise. Student led leadership- Create a game plan/ set play.</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> Group work- as a team, develop basic defensive strategies- get low/ deflect up during a student led warm up. Full sided games- to display developing tactical knowledge- can students create set plays and roles and responsibilities for individual team members. Allow students to rotate around the 4 different dodgeball positions Battlefield dodgeball- Tackle pads as shields/ Cricket stumps/ basketball hoops as targets, which offer a reward (all players back in/ win the game immediately with a 3 point shot) <p> Class Discussion When working together to design a drill, how do we ensure that we maintain group cohesion and harmony? Can you identify your best position on a dodgeball team and provide reasons why this is your best position? What are your team tactics or strategies?</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>	



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<p>and the centre line ball as quickly as possible. They then take up the role as a corner as and when the 1st choice corners get eliminated.</p>		
<p>Half Term 4 – Futsal (2)</p> <p>KQ1 – How can we apply the passing and movement skills learnt into drills and small sided games into competitive matches?</p> <ul style="list-style-type: none"> • Players apply skills learnt in HT1 into more competitive drills and games. • Keeping possession under pressure from opposition players in tight spaces and moving the ball quickly. • Ensure passes and movement are sharp and precise and are followed with communication to other teammates in order to support and guide them. • First time pass is used more often and is controlled, enabling teammates to play 1-2 passes to evade opposition defenders. • Disguise and varying body shape enabled players to outwit opponents and pass the ball off without being too predictable and read by the opposition. <p>KQ2 – what are the most effective ways of scoring in futsal?</p> <ul style="list-style-type: none"> • Players can shoot first time towards goal without taking a touch. This enables shots to be taken more quickly and gives defenders and goalkeepers less time to react and block or save shots. Timing is key and making clean contact with the ball. • Players can shoot using curve and whip, slicing across the outside of the ball to enable the ball to move through a curve on the floor. The ball spins inwards. This is used to curl back inwards when placed in the corner of the goal or to curve the ball around a defender. • Players can shoot when the ball is in the air as well as on the floor. The technique for the volley is more difficult as timing is key. players adjust body position and move as they strike the ball. The volley can be placed using the side of the foot or hit with more power using the laces. 	<p>Key methods of delivery TGFU Full sided games Adapted and modified rules games Group work / discussion Guided discovery – tactics and positions</p>	
	<p><u>Suggested activities/ tasks</u> Game related drills Competitive games Attack vs Defence</p>	
		<p><u>Class Discussion</u> Planned oracy opportunities for students to go here. Group discussion of offensive and defensive tactics and positions to play and tactics to use How does the execution of skills differ in drills to when they are applied to competitive games.</p>
		<p><u>CC Links</u> Possible cross curricular links to be suggested here. Maths - angles PSE – leadership, democracy, teamwork</p>



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<p>KQ3 – What are the key tactical demands of futsal?</p> <ul style="list-style-type: none"> • Players understand and apply tactics and can switch between offensive tactics and defensive tactics in competitive games. Players show creativity when attacking and can disguise passes and outwit opponents using a change of pace, run, or dropping the shoulder to create space for themselves. • Defensive tactics are communicated as a team and players tell each other what they want them to do. Giving simple fast instructions to organise a defensive tactic. • Players are more physical when marking other players. They are close and show more physicality when tackling. Marking players effectively by being goal side. Understand body position and the correct angle to defend when a player has their back to goal <p>KQ4 – How can players observe and analyse performance in order to improve their own and others play?</p> <ul style="list-style-type: none"> • Players can observe the performance of others and quickly identify good play. • Highlight strengths and areas for development in skills and tactics. • Understand which tactics work best in given situations and adapt play in order to outwit opponents in competitive games. • Identify why play has broken down and what could have been done to prevent this. • Understand and attempt to replicate useful skills and tactics in order to enhance performance. 		
<p>HALF TERM 5: Cricket</p> <p>KQ1 - How do we field the ball?</p> <p>A) one handed pick up for when you are attacking the ball at a close distance B) 2 handed pick up for when the ball is hit to you further out and with more power C) decision making on which pick up of the ball is more appropriate for the situation. D) use of the long barrier when the ball is hit hard along the ground.</p> <p>KQ2 – how can we score more runs when batting?</p>		<p>Key methods of delivery</p> <p>Guided discovery – find ways to hit the ball into different spaces TGFU – learn the rules of the game Reciprocal coaching – developing catching technique with partner/group being able to coach and help improve.</p> <p>Suggested activities/ tasks</p> <ul style="list-style-type: none"> • 1 batsman, partner lays out gates around the batsman. Ball is fed to the batsman and they have to try and manipulate the ball into the gates. • King of the ring- class in a semi- circle, first person is the king. If anyone drops the ball they have to go to the bottom of the ring and everyone moves up one



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<p>A) be able to make contact with the ball and manipulate it around the field to beat the fielders.</p> <ul style="list-style-type: none"> • timing of the ball • foot movement • Power • Lift • shot selection. 		<p><u>Class Discussion</u></p> <ul style="list-style-type: none"> • What is the advantage of being able to manipulate the ball around the field? • How can the batting team score runs without hitting the ball?
<p>KQ3- How do we play a game of cricket?</p> <p>A) be able to understand and play by more advanced cricket rules.</p> <ul style="list-style-type: none"> • scoring system • knowledge of no balls, wides, byes, leg byes, how to take wickets • where to bat, bowl and wicket keep from • where to stand in the field. 		<p><u>CC Links</u></p> <ul style="list-style-type: none"> • Maths – angles and power of hitting the ball. • Biology- what body type would be needed to be successful in cricket?
<p>KQ4 – What individual and team tactics can we use?</p> <p>A) individual tactics:</p> <ul style="list-style-type: none"> • Walking in with the bowler (on your toes so can move quickly when the ball is hit) • Choice of fielding/throwing technique based on where you are fielding. • When batting, if the field is out, take off the power and run quick singles. If the field is in, add power and hit past/over the top. <p>B) team tactics:</p> <ul style="list-style-type: none"> • Fielding positions – basic positions: <ul style="list-style-type: none"> -mid on/off -square leg/point -midwicket/cover -extra cover -slips -3rd man/fine leg • Changing of fielding positions based on the batsman <ul style="list-style-type: none"> -bringing fielders in closer for less powerful batsmen -sending fielders out for powerful batsmen to protect the boundaries. • batting order based on game situation 		
<p>Softball</p> <p>KQ1 – What skills do I need to perfect to improve my game?</p> <ul style="list-style-type: none"> • Pitch accurately, with correct technique- 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 body. Your fingers should be pointing at the target when the ball is released. • Catch balls at varying height and pace consistently - if ball is coming high, feet shoulder width apart, 		<p><u>Key methods of delivery</u></p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully. Groups/paired work – practice throwing and catching at various paces and heights</p> <p><u>Suggested activities/ tasks</u></p> <p>Full games where possible to reinforce rules and regulations, and also tactical play. Encourage practicing a variety of batting techniques within the game, to emphasise the difference and impact of them (swing, bunt).</p>



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<p>hands placed above head creating a triangle with thumbs and forefingers, and rest of fingers spread. Once ball is in hands, pull ball into chest to protect.</p> <ul style="list-style-type: none"> • Hit the ball with consistency - grip with left and at the bottom (right-handed batter) right hand above, hands close to the body, elbows pointed downwards, legs and hips start the swing movement, with the arms moving forward extending the elbows when making contact with the ball. Follow through with the arms finishing over the opposite shoulder. <p>KQ2 - What tactics are required to be successful in Softball?</p> <ul style="list-style-type: none"> • Use the rules to outwit your opponents • Be able to disguise your hit, depending on the fielding positions <p>KQ3 - can I analyse my own, and others' strengths and areas for development, giving solutions to improve?</p> <ul style="list-style-type: none"> • Recognise a good performance, and state why it is good • Recognise where technique needs to be developed • Give constructive feedback to others regarding their performance 	<p>Student-led – students to devise their own drill for pitching practice, and are able to give peer’s feedback on their technique</p>
	 <p><u>Class Discussion</u> Being able to communicate constructive criticism with peers, to enable them to improve their performance</p>
	 <p><u>CC Links</u> PSHE – leadership skills, teamwork Science – effects of exercise on the body</p>
<p>HALF TERM 6: Tennis</p> <p>KQ1 – What basic shots can we play in tennis?</p> <p>A) Forehand –</p> <ul style="list-style-type: none"> • feet apart, knees slightly bent • contact by waist • foot movement, hand eye coordination <p>B) Backhand –</p> <ul style="list-style-type: none"> • right foot in front of the left (right handers, opposite for left handers), knees bent • contact by waist, contact with the opposite side of the racket. <p>C) show good use of the grip when playing shots</p> <p>KQ 2– how do we serve in tennis?</p> <ul style="list-style-type: none"> • stood behind the service line, second serve allowed, hit into the opposite box, • ball thrown up and hit above the head (where possible) • if the ball hits the net and goes over you serve again, if the ball hits the net but fails to go over you lose the serve. <p>B) use and describe the basic serving technique in isolated practice and games.</p> <p>KQ3 - What are the rules and regulations?</p> <p>A) to be able to play a singles/doubles game with the following rules:</p> <ul style="list-style-type: none"> • Legal serve as above, swap sides after each serve. • 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 is allowed to clip the net as long as it goes over • if the ball touches any part of the line it is in. 	<p><u>Key methods of delivery</u> Group/pairs work- practice shots and serve Student led – create own drill to practice accuracy and power of shots. Record/review - does the serve meet the rules?</p>
	<p><u>Suggested activities/ tasks</u></p> <ul style="list-style-type: none"> • 2v2 minigames to practice rules and regulations • Opportunity to create own drills • Practicing serve, hoops placed opposite side of the court progressing to serve from behind the back line into the hoops.
	 <p><u>Class Discussion</u></p> <ul style="list-style-type: none"> • Which components of fitness are needed for tennis? • What are the rules surrounding the serve?
	 <p><u>CC Links</u></p> <ul style="list-style-type: none"> • English/drama - creativity needed to create own drill • IT - use of equipment to record/review



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<p>Athletics</p> <p>KQ1 – How can we participate safely in athletics? 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>KQ2 - How can we throw safely and improve our technique in throwing? A) Ensure effective warm up to avoid injury in overpowering a throw B) Develop the movement/technique in each throw: Shot Put/push, Javelin/pull throw, Discus/sling throw to achieve more accurate results C) Be aware of your own strength in execution, explosive speed, balance, control, good range of movement in the shoulders, coordination, correct footwork for each</p> <p>KQ3 – How can we jump safely and execute with accurate technique? A) Use of effective warm up to avoid injury in overpowering a throw B) fast approach using arms for sprint (hip to lip), weight transfer, powerful take off to increase flight to get the height and a controlled landing 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>KQ4 - How can we run effectively for a variety of distances? A) Remember track etiquette and start positions B) Explain running technique, why do we need good posture? shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms, use correct stride length and knee lift in sprinting</p> <p>KQ5 – How can we make progress in athletics? A) Know our own strengths and weaknesses in each event using peer and self-assessment to develop own performance B) Understand how to improve the technique following feedback</p>	<p>Key methods of delivery</p> <p>Teacher lead for ALL throws (revisit when and how to handle equipment including retrieval after throw, T&F safety zones) Reciprocal teaching- technique of skills. Feedback to develop 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 of athletics is always a reminder of safety and reinforcing areas for participation and separate areas for observation.</p> <p>Student lead warm up specific to activity (throw make sure arms, shoulders warmed up, Run/jump-good plyometrics routine to avoid injury)</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>
	<div style="display: flex; align-items: center;">  <div> <p>Class Discussion</p> <p>Class discussion safety of athletics with scenarios of who can remember what would happen if, why we do this to reinforce 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>Question start positions of random length races and lanes used for that distance.</p> <p>The purpose of pacing for specific distances how to maintain this</p> <p>How to exert yourself and give your all.</p> </div> </div>
<div style="display: flex; align-items: center;">  <div> <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> </div> </div>	





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<p>HALF TERM 1: Volleyball</p> <p>KQ1 – What is the purpose of the spike shot?</p> <p>A) understand when to play the spike shot - is the last to be played in a series of 3 shots/touches</p> <p>B) understand why we play the spike shot –</p> <ul style="list-style-type: none"> to get the ball over the net to direct the ball into space To add power to the ball making it harder to return <p>C) To be able to play the spike shot effectively and accurately in a small sided game.</p> <p>D) to be able to play the spike in conjunction with the dig and set.</p> <p>E) to know and be able to perform the teaching points:</p> <ul style="list-style-type: none"> Take above head height aim with non striking hand attack ball near net angle/aim for the ground Jump to get height and power <p>KQ2 – How do we perform the underarm serve?</p> <ul style="list-style-type: none"> Ball held in non-dominant hand Other hand in a fist Swings back in an arc motion Contact below the waist with the fist <p>KQ3 – What are the rules surrounding the serve in volleyball?</p> <ul style="list-style-type: none"> stand behind the service line can hit the net and go over (if it doesn't go over, possession changes over) served using contact with the hand ball has to be tossed up the team that wins possession has the serve players rotate when the serve is won back can serve under or over arm. <p>KQ3- Can I play a competitive game following the rules of volleyball?</p> <ul style="list-style-type: none"> to start the game with a legal serve to have no more than 3 touches per team before the ball is returned Players cannot make contact with the net to know when a point is won: <p>-hit into the net</p> <p>- a person touching the ball twice in a row</p> <p>- the ball hitting the floor</p> <p>- the ball going outside of court</p> <p>-ball hits the ceiling</p> <p>-more than 3 touches per side</p> <ul style="list-style-type: none"> First to 25 points wins to know when to rotate players (when you win the serve back) to be able to play dig, set and spike shots. 	<p>Key Methods of Delivery</p> <p>TGFU – use of game play to practice the rules of the serve</p> <p>Reciprocal coaching - when practicing the serve to help coach partner/others in the group.</p> <hr/> <p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> Small sided games – used to inbed the rules of the game Task card given to a group with the teaching points of the serve on. One performer, one feeder and one coach. <hr/> <p> Class Discussion</p> <ul style="list-style-type: none"> Explain the purpose of each shot in volleyball When do players rotate around the court? Which direction do they rotate in? <hr/> <p> CC Links</p> <p>PSHE – british values, following rules</p> <p>Physics- gravity of the ball.</p>
<p>NETBALL</p> <p>KQ1 – what skills do I need to perfect to improve my game?</p> <ul style="list-style-type: none"> Demonstrate power, control and accuracy in a variety of passes to outwit defenders 	<p>Key Methods of Delivery</p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully.</p>



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<ul style="list-style-type: none"> Defend the opposition by marking the ball or player Use positioning and timing to intercept a pass - on toes, eyes on ball, time movement. <p>KQ2 - What tactics are required to be successful in sport?</p> <ul style="list-style-type: none"> Understand centre pass strategies to enable your team to keep possession - use the centre pass as a means of attacking, so aim to pass to the WA or GA in the first instance, with the C then moving in to receive a pass in the attacking third. Demonstrate defensive marking positions to force an opponent into a certain position – defend the player, the space or the ball. <p>KQ3 - can I analyse my own, and others’ strengths and areas for development, giving solutions to improve?</p> <ul style="list-style-type: none"> Recognise a good performance, and state why it is good Recognise where technique needs to be developed Give constructive feedback to others regarding their performance 	<p>Suggested Activities/ Tasks</p> <p>Full games where possible to reinforce rules and regulations, and also tactical play. Practice the centre pass tactics so aim to pass to the WA or GA in the first instance, with the C then moving in to receive a pass in the attacking third.</p>
<p>HALF TERM 2:</p> <p>Gymnastics</p> <p>KQ1 – How can we use apparatus in gymnastics?</p> <p>A) revisit flight using a springboard onto the box having improved control in the take-off technique</p> <p>B) mount safely onto the box, using hands and knees first, progressing to landing with the feet and using balance.</p> <p>KQ2 – How can we safely dismount from apparatus?</p> <p>A) Hands placed firmly approximately 30 cm from the front end of the box with fingers pointing forwards (direction of travel)</p> <p>B) From the box in crouch take off from balls of feet with slight angle in hips, thrust hard to elevate hips in flight.</p> <p>C) In crouch on long box, perform a forward roll with or without support</p> <p>D) Progressing to dismount from top height of the box using a range of dismounts such as star jump, straddle, pike, tuck, half turn, full turn.</p> <p>E) using soft knees on landing and control of body weight.</p> <p>KQ3- How can we achieve more flight and a higher trajectory off the springboard?</p> <p>A) Using speed and power in your run up approach onto the springboard-swinging arms at same pace as leg turnover</p> <p>B) Secure landing with two feet onto steep/high end of springboard with bent knees to spring/launch will give a good take-off angle to produce a high flight onto the top of the box-landing with control in crouch ready for your dismount</p> <p>C) Increasing thrust onto and off the springboard progressing onto moving the springboard further away from the box in stages to increase height</p> <p>KQ3 – How can we improve our own and others’ performance?</p> <p>A) be able to coach after observing others on flight and dismount.</p>	 <p>Class Discussion</p> <p>Why is communication vital when starting a game with a centre pass?</p> <p>Students are able to give constructive criticism regarding performances</p>
	 <p>CC Links</p> <p>PSHE – leadership skills, teamwork</p> <p>Science – effects of exercise on the body</p>
	<p>Key Methods of Delivery</p> <p>Reinforce keywords. Problem solving. Record and review performances, peer and self-assessment. Staff demonstration of progression where possible (EBI/WWW), diagrams on T&L board. Teach it back</p>
	<p>Suggested Activities/ Tasks</p> <p>Additional structured warm up revisiting safe use of springboard and safety zones. Depending of size of group 2 boards/mat/box can be set up either side of hall. Teacher lead call up to approach the board. Use of box, starting low to develop confidence and establish individual speed. Again use of 2 sets of equipment, experts can develop dismount (star jump, tuck, pike or straddle) to link with trampolining routines.</p>
	 <p>Class Discussion</p> <p>Revisit gymnastics keywords and how to apply them in performance.</p> <p>Identify safe way to use equipment and spatial awareness around take-off and landing zones, why is this important?</p> <p>What happens to our bodies on impact of landing?</p> <p>How can power and speed contribute to a higher trajectory?</p> <p>How can we develop confidence with speed and height and what other sport can this be used?</p>
	 <p>CC Links</p> <p>Maths-shapes and angles, timing, the need for speed</p> <p>PSE-constructive feedback, building confidence, believe to achieve,</p>



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<p>HALF TERM 2: Futsal</p> <p>KQ1 – What can players do to keep possession of the ball when marked or in tight situations?</p> <ul style="list-style-type: none"> • If players are in tight spaces or being closed down, they need to be able to pass and move using 1 or 2 touch passes. • Communicate effectively, giving player information about where space is or where they are passing to. • Adjusting body position as the ball travels towards them and have an idea of where the ball is going to be passed to before they receive it. • Use a range of passing techniques correctly selected for the given distance the pass needs to travel. Short, driven, lofted, chip <p>KQ2 – what are the most effective ways of scoring in futsal?</p> <ul style="list-style-type: none"> • Players will be able to dribble the ball towards a goalkeeper and attack them in 1v1 situations. This can be by dribbling the ball around the GK by change angle and pace of a run, before passing into the net from a wider angle. • Shooting towards the goal. Using different techniques will enable players to adapt to specific situations. Chip shot, placing a shot in a specific area and shooting for power. Understanding the correct part of the foot to use for each shot. <p>KQ3 – What are the key tactical demands of futsal?</p> <ul style="list-style-type: none"> • Offensive tactics. Attacking as a team or fast break. Showing overlap runs and change of speed to outwit opponents. Zig-zag runs to outwit defenders and make it more difficult to track runs and mark you. • Defensive tactics. Maintaining a position or defending as a team with numbers back. Getting players back in defensive positions in order to defend more effectively and make it more difficult for the opposing team to shoot and score. • Marking players effectively by being goal side. Understand body position and the correct angle to defend when a player has their back to goal. 	<p>Key Methods of Delivery</p> <p>Student led and teacher led guided discovery Small group work TGFU – practicing and applying game realistic tactics Peer and self-assessment</p> <p>Suggested Activities/ Tasks</p> <p>Small passing grids with defenders Student designed and led offensive plays Shooting drills 1v1 with GK. 2v1 Attack vs Defence 5v5 competitive games</p>	
		<p>Class Discussion</p> <p>Planned oracy opportunities for students to go here.</p> <p>Students discuss the best ways to beat a defence or defend an attack. Are there any tactics we can use from other sports like basketball/football/netball? Students orally feedback WWW and EBI from observing performances</p>
		<p>CC Links</p> <p>Possible cross curricular links to be suggested here.</p> <p>Cadets – what are tactics compared to skill skills Reflection from other subjects – RS PSE Maths – angles to create space BTEC Sport – components of fitness used in Futsal.</p>



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<p>KQ4 – How can players observe and analyse performance in order to improve their own and others play?</p> <ul style="list-style-type: none"> • Observe performance and highlight strengths and areas for development in skills and tactics. • Understand which tactics work best in given situations and adapt play in order to outwit opponents in competitive games. • Identify why play has broken down and what could have been done to prevent this. • Understand and attempt to replicate useful skills and tactics in order to enhance performance. 		
<p>HALF TERM 3: Trampolining</p> <p>KQ1 - How do we successfully perform a back landing?</p> <ul style="list-style-type: none"> • land flat on the back, • arms and legs straightened and up, • toes pointed • Able to return to feet <p>A) back landing with safety, control and accuracy.</p> <p>KQ2- How do we successfully perform a front landing?</p> <ul style="list-style-type: none"> • hands in a triangle in front of the nose • elbows out • flat back • land on front • legs at a 45-degree angle, pointed toes. <p>A) front landing with safety, control and accuracy</p> <p>KQ3 – How can I help others improve?</p> <p>A) be able to coach whilst spotting, picking out the strengths and weaknesses of others’ routines</p> <p>B) e.g. stay on the cross, point toes, extend limbs, check vision, check over-rotation, move specific feedback.</p>	<p>Key Methods of Delivery</p> <p>Teacher led activities to ensure safety whilst performing the moves. student led - Half the group on core stability and booklet activities</p>	
	<p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> • progressions of back landing -develop up from falling backwards onto a mat, creating the correct shape on the mat, jumping into the shape on the mat, have the mat be pushed in • progressions of front landing: progressing from hands and knees on mat, to off mat, crouch on mat, crouch with mat pushed in, crouch without mat, from standing on mat, mat pushed in, full front landing 	
		<p>Class Discussion</p> <ul style="list-style-type: none"> • What elements are we looking for when coaching a specific move/routine? • What are the teaching points for the back/front landing?
		<p>CC Links</p> <p>PSHE – self confidence, delivering constructive feedback in a sensitive way</p> <p>Drama – confidence to voice opinions</p>
<p>Half Term 3 Girls Basketball</p> <p>KQ1 – How can players evade defenders and keep possession when there are very few options available?</p> <ul style="list-style-type: none"> • Using the pivot enables players to keep possession without dribbling the ball and risking losing possession. 	<p>Key methods of delivery</p> <p>Closed skill practices for passing and dribbling skills. Working in pairs and small groups</p> <p>Trialling tactics in safe environments before applying them to conditioned games.</p> <p>TGFU</p>	
		<p>Suggested activities/ tasks</p> <p>Keep ball possession drills</p> <p>Small sided possession games</p> <p>Attack vs Defence tactical play</p> <p>Competitive games</p>



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<ul style="list-style-type: none"> The pivot foot must stay in contact with the ground and not move (other than spinning on the spot) <p>KQ2 – How can players move quickly down the court evading opposition?</p> <ul style="list-style-type: none"> Dribbling enables players to effectively outwit and move around opposition players. Changing direction and speed makes it more difficult for defenders to steal the ball. <p>KQ3 – How can we can show creativity and consistently pass the ball effectively in gameplay?</p> <ul style="list-style-type: none"> Understand and demonstrate a variety of different passes. Selecting the most appropriate pass and executing it quickly with accuracy. Understanding when best to use a particular pass in a given situation. <p>KQ4 – What are the key tactical demands of basketball that enable us to play offense and defense effectively?</p> <ul style="list-style-type: none"> Understand changes in defensive strategies from zonal to Man to Man and the strengths of each tactic Lead each other and communicate in order to carry out tactics effectively as a team 		<p><u>Class Discussion</u> Planned oracy opportunities for students to go here.</p>
<p>HALF TERM 4: Dodgeball</p> <p>KQ1) Can you explain and demonstrate the rules of dodgeball? A) Rules- 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. B) Regulations- 6 players on a court 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> <p>KQ2) Can you identify and showcase a range of tactics when under pressure in game situations? Key Terms to consider- Awareness, Reactions, Decision making, anticipation, disguise. Other tactics that you can use.</p> <ol style="list-style-type: none"> If you have 2 balls, throw 1 ball high into the air as a distraction (where there is space as you don't want to 		<p><u>CC Links</u> Possible cross curricular links to be suggested here.</p>
	<p><u>Key Methods of Delivery</u> Group work/ TGFU- full sided games with a tactical focus. Reciprocal coaching/Performance analysis- to analyse other teams' tactics/ strengths and design counter strategies to neutralise. Student led leadership- Create a game plan/ set play.</p> <p><u>Suggested Activities/ Tasks</u></p> <ul style="list-style-type: none"> Group work- as a team, develop basic defensive strategies- get low/ deflect up during a student led warm up. Full sided games- to display developing tactical knowledge- can students create set plays and roles and responsibilities for individual team members. Allow students to rotate around the 4 different dodgeball positions. Battlefield dodgeball- Tackle pads as shields/ Cricket stumps as targets, which offer a reward (all players back in) 	



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<p>be caught out) To keep ball control/ more chances of getting opposition out, throw hard and fast against back wall so balls come back to your side of the court.</p> <ol style="list-style-type: none"> Get low- smaller target and it will be easier to catch but harder to dodge so use a ball to deflect but if you drop it while using it as a shield you will be out. Catching strategies at the end of a game- watch the ball carefully/ absorb into your mid-section/ centre line of your body (don't reach for the ball/ pick your catch) Deflect up- Deflect the ball up into the air so you or a team mate can catch it second time before it hits the floor or the wall. Teamwork- if you aren't a target, gather up the balls for your team mates. <p>KQ3) What are the main positions on a dodgeball team? There are 4 dodgeball court positions.</p> <ul style="list-style-type: none"> Corners- Most important/ strongest players (best arms). After the rush balls are usually given to each corner (2 players) who stay at the sides of the court- They plan the counter attacks and ensure that their team keep ball control. Back up corners- These players will step in if the original corner is eliminated from play (You always want your strongest players in the corner positions). Middle- These players are the less confident players. They try to catch if they feel comfortable, retrieve the balls and communicate with the corners when planning to throw. Runners- Fastest players on the team. During the start of the game (the rush) they need to get to the teams' balls and the centre line ball as quickly as possible. They then take up the role as a corner as and when the 1st choice corners get eliminated. 		<p>Class Discussion</p> <p>When working together to design a drill, how do we ensure that we maintain group cohesion and harmony?</p> <p>Can you identify your best position on a dodgeball team and provide reasons why this is your best position?</p> <p>What are your team tactics or strategies?</p>
<p>HALF TERM 4: Yoga/Aerobics</p> <p>KQ1 – How do we recognise the importance of self-acceptance through yoga and how our bodies are all different?</p> <p>A) By understanding the affect relaxation can have on our bodies</p> <p>B) Change our focus in the short term</p> <p>C) Clear our minds and release from stresses</p> <p>KQ2 – Why is it important to establish calmness and focus in Yoga?</p> <p>A) to share a relaxed and calm environment for our bodies to recharge free from disturbances</p> <ul style="list-style-type: none"> lie back and relax Close your eyes Remain still and quiet Disturbances disrupt the flow of relaxation <p>B) Common goal of releasing tension in the body and mind</p> <ul style="list-style-type: none"> Slow down breathing (intake 7/out 7) release tension from head to toe by adjust position slightly 		<p>CC Links</p> <p>PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball.</p> <p>Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be.</p> <p>Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p>
		<p>Key methods of delivery</p> <p>Teacher lead to demonstrate accuracy of movement into pose with differentiation depending on how our bodies are feeling at that moment in time. Guided discovery to understand students range of movement and flexibility.</p> <p>Reciprocal coaching- step by step guidance and support to perform a sequence of poses/movements.</p> <p>Upbeat tunes to maintain high level of movement and intensity</p> <p>Paired work for circuits section of aerobics</p>
		<p>Suggested activities/ tasks</p> <p>Demonstrations of poses/moves by teacher, students to follow within their own range of movement/flexibility, carried out as directed safely to avoid injury.</p> <p>Students to hold a specific pose or movement for as long as the individual possibly can.</p> <p>Relaxation techniques at the end of the lesson.</p> <p>Pulse raising activity to warm up followed by set moves at high intensity.</p> <p>Workout using high knees, heel flicks, star jumps, grapevine</p> <p>Mat work for crunches, leg raises, push ups</p> <p>Circuits with no equipment</p>



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<ul style="list-style-type: none"> • take yourself of to a happy place (think of a visual, smells, how do you feel there) • Share relaxation techniques through leadership to allow space for the mind to slow down and settle <p>C) Develop moves and positions our bodies can achieve at that moment in time</p> <ul style="list-style-type: none"> • maximise own capabilities in a range movement creating flexibility, strength and co-ordination <p>KQ3 – How do we do aerobics?</p> <ul style="list-style-type: none"> • Exercise to music to strengten and tone our bodies. • Developing stance and body position to ensure safe and full movement • Focus to maintain intensity and quality of effort (effort is what you give to each movement and what you want to achieve from this) • Circuits (short timed exercises with no equipment just mats) <p>KQ4 – What happens to your body when you do aerobic exercise?</p> <ul style="list-style-type: none"> • Regular aerobic exercise improves your cardiovascular fitness by increasing your capacity to use oxygen. It increases your heart capacity to send blood to your muscles. • Improves your circulation and helps your body use oxygen better. • Increases energy levels and endurance which means you can be active longer without getting tired. 	 <p>Class Discussion</p> <p>Why do we need yoga and is yoga for me? Anyone can do yoga (any bodyshape, boys, girls etc) We all need to take time to be calm and relaxed as well as stretch our bodies differently to our normal PE lessons. What happens if I'm not comfortable relaxing in front of others? Position your mat out of others eyeline but have visual on the teacher, remember you are safe in our school environment. How can we develop calmness? Slow breathing, focus on yourself and relax (forget everything going on around you, before and after this lesson) taking time out for yourself.</p> <p>What will aerobics do to my body? Can I focus on specific areas only? Aerobic exercise can help reduce the risk of many health conditions, including obesity, heart disease, high blood pressure, type 2 diabetes, along with a balanced diet. Weight-bearing aerobic exercises, such as walking, help decrease the risk of osteoporosis. Not all aerobic exercise of fast</p>
<p>HALF TERM 5: Fitness Suite</p> <p>KQ1- How do we exercise safely and effectively?</p> <p>A) Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions.</p> <p>B) Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies.</p> <p>KQ2) What is meant by the term overload and how do we apply this to a training programme? <i>Overload- is a basic sports fitness training concept. It means that in order to improve, athletes must continually work harder/ overload their body systems as their bodies adjust to existing workouts.</i></p> <p>A) To apply overload principles to a training programme, you can do the following...</p> <ul style="list-style-type: none"> • You can increase the repetitions and sets, amount of weight or resistance or the length of time and intensity for an exercise. If you can do this effectively, you are applying overload principles to your training. <p>KQ3) Explain the effects of exercise on the body? Short/ long term/ muscular & skeletal systems. 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.</p>	 <p>CC Links</p> <p>PSHE-respect, tolerance, self believe. Healthy living/lifestyle Science/Sport Studies-cardiovascular and circulation, endurance.</p> <p>Key Methods of Delivery</p> <p>Paired work- spotting/ H&S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW Group work- exploring the term overload and ways in which it can be applied to a joint training programme.</p> <p>Suggested Activities/ Tasks</p> <ul style="list-style-type: none"> • Students work in pairs to design and implement a progressive training programme, which displays overload and a clear understanding of COF/ training methods/ principles of training. (SMART targets identified as a pair) • Sheets can be used to design the programme and track progress over the sequence of lessons. • Suitable Fitness tests for the 7 COF can be carried out if time allows. <p>Class Discussion</p> <p>Explain the benefits of exercise. What factors that affect training? e.g. availability of facilities, cost of membership, reduced leisure time due to work/family/ school commitments.</p> 



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<ul style="list-style-type: none"> • Skeletal- Short Term- Increased production of synovial fluid within joints- Reduces impact of exercise on the joint. Long term- Improve bone density/ strengths ligaments- helps reduce the risk of osteoporosis. • Muscular system- Short term- Increased blood flow to your muscles. Increase in muscle temp (1/2 degrees) allows them to be more flexible. Physical activity increases alertness as hormones are released. Long term- Increased number thickness of muscle fibres. Increased speed/ strength of muscular contractions. <p>KQ4) While devising your own training plan, set personal goals and display your knowledge of COF, Methods of training and principles of training.</p> <p>A) COF- Aerobic Endurance, Muscular Endurance, Flexibility, Speed, Strength, Power, Body Composition.</p> <p>B) Methods of Training- Continuous training, interval training, weight training, circuit training, speed training, fartlek training, flexibility training, Plyometric training.</p> <p>C) Principles of training- SPORT- Specificity, progression, overload, reversibility, tedium. FITT- Frequency, Intensity, Time, Type.</p>		
		<p>CC Links</p> <p>PSE- Healthy living</p> <p>DT- Cooking- Diet and nutrition/ Eat well plate</p> <p>BTEC Sport- Component 1/ 2- COF/ Training methods</p> <p>Science/ Biology- Anatomy and Physiology</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>KQ2 - How can we throw safely and improve our technique in throwing?</p> <p>A) Ensure effective warm up to avoid injury in overpowering</p> <p>B) Know the movement/technique in order to develop technique for each throw Shot Put/push, Javelin/pull throw, Discus/sling throw to achieve accurate throws</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</p> <p>KQ3 – How can we jump safely and execute with accurate technique?</p> <p>A) Use of effective warm up to avoid injury in overpowering a throw</p> <p>B) fast approach using arms for sprint (hip to lip), weight transfer, powerful take off to increase flight to get the height 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>KQ4 - How can we run effectively for a variety of distances?</p> <p>A) Remember track etiquette and start positions</p> <p>B) Explain running technique, why do we need good posture? shoulders and torso (body) should be aligned with the direction of travel (facing forwards) and runner should drive their arms, use correct stride length and knee lift in sprinting</p> <p>C) 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>Key methods of delivery</p> <p>Teacher lead for ALL throws (revisit when and how to handle equipment including retrieval after throw, T&F safety zones) Reciprocal teaching- technique of skills. Feedback to develop 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 of athletics is always a reminder of safety and reinforcing areas for participation and separate areas for observation.</p> <p>Student lead warm up specific to activity (throw make sure arms, shoulders warmed up, Run/jump-good plyometrics routine to avoid injury)</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</p> <p>Class discussion safety of athletics with scenarios of who can remember what would happen if, why we do this to reinforce 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>Question start positions of random length races and lanes used for that distance.</p>



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<ul style="list-style-type: none"> • 4 lanes, differentiated, varying heights • head position, leading leg, trailing leg, stay low • Discuss stride pattern, 3 steps <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 to develop own performance</p> <p>B) Understand how to improve the technique following feedback</p>		<p>The purpose of pacing for specific distances how to maintain this</p> <p>How to exert yourself and give your all.</p>
<p>HALF TERM 6:</p> <p><u>Rounders</u></p> <p>KQ1 – What skills do I need to perfect to improve my game?</p> <ul style="list-style-type: none"> • Bowl accurately, with correct technique - 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 body. Your fingers should be pointing at the target when the ball is released. • Catch balls at varying height and pace consistently - if ball coming high, feet shoulder width apart, hands placed above head creating a triangle with thumbs and forefingers, and rest of fingers spread. Once ball is in hands, pull ball into chest to protect. • Develop batting techniques, such as the backhand hit - the backhand technique is used for tactical reasons to trick the opposition. You start out in a normal batting stance facing bowler and once the bowler releases the ball, you bring the bat across your body and strike the ball using a backhand hit. If executed with accuracy, the ball should be placed between first and the back line where many teams won't have a fielder in position. <p>KQ2 - What tactics are required to be successful in Rounders?</p> <ul style="list-style-type: none"> • Use the rules to outwit your opponents - if there is a backward hit, backstop to throw the ball straight to 2nd base to prevent half rounder being scored by the batting team • Be able to disguise your hit, depending on the fielding positions - turn body position at the last minute to hit in a direction that the fielding team aren't expecting <p>KQ3 - can I analyse my own, and others' strengths and areas for development, giving solutions to improve?</p> <ul style="list-style-type: none"> • Recognise a good performance, and state why it is good 		<p><u>CC Links</u></p> <p>Science- warm up, why is it important? 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><u>Key methods of delivery</u></p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully.</p> <p>Student-led – activities to improve throwing and catching</p>
		<p><u>Suggested activities/ tasks</u></p> <p>Full games where possible to reinforce rules and regulations, and also tactical play.</p> <p>Practice the donkey drop bowl - the ball is bowled above the target area, and then drops into it when reaching the batter's box just below head height, making it a legal ball. It forces the batter to hit the ball upwards and therefore making it easier for the fielders to catch the ball.</p> <p>Encourage practicing a variety of batting techniques within the game, to emphasise the difference and impact of them.</p>
		<p><u>Class Discussion</u></p> <p>Being able to communicate constructive criticism with peers, to enable them to improve their performance</p>
		<p><u>CC Links</u></p> <p>PSHE – leadership skills, teamwork</p> <p>Science – effects of exercise on the body</p>



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<ul style="list-style-type: none"> Recognise where technique needs to be developed Give constructive feedback to others regarding their performance 		
<p>Cricket</p> <p>KQ1 - How do we field the ball?</p> <p>A) one handed pick up for when you are attacking the ball at a close distance</p> <p>B) 2 handed pick up for when the ball is hit to you further out and with more power</p> <p>C) decision making on which pick up of the ball is more appropriate for the situation.</p> <p>D) use of the long barrier when the ball is hit hard along the ground.</p> <p>KQ2 – how can we score more runs when batting?</p> <p>A) be able to make contact with the ball and manipulate it around the field to beat the fielders.</p> <ul style="list-style-type: none"> timing of the ball foot movement Power Lift shot selection. <p>KQ3- How do we play a game of cricket?</p> <p>A) be able to understand and play by more advanced cricket rules.</p> <ul style="list-style-type: none"> scoring system knowledge of no balls, wides, byes, leg byes, how to take wickets where to bat, bowl and wicket keep from where to stand in the field. <p>KQ4 – What individual and team tactics can we use?</p> <p>A) individual tactics:</p> <ul style="list-style-type: none"> Walking in with the bowler (on your toes so can move quickly when the ball is hit) Choice of fielding/throwing technique based on where you are fielding. When batting, if the field is out, take off the power and run quick singles. If the field is in, add power and hit past/over the top. <p>B) team tactics:</p> <ul style="list-style-type: none"> Fielding positions – basic positions: <ul style="list-style-type: none"> -mid on/off -square leg/point -midwicket/cover -extra cover 	<p><u>Key methods of delivery</u></p> <p>Guided discovery – find ways to hit the ball into different spaces</p> <p>TGFU – learn the rules of the game</p> <p>Reciprocal coaching – developing catching technique with partner/group being able to coach and help improve</p> <p><u>Suggested activities/ tasks</u></p> <ul style="list-style-type: none"> 1 batsman, partner lays out gates around the batsman. Ball is fed to the batsman and they have to try and manipulate the ball into the gates. King of the ring- class in a semi- circle, first person is the king. If anyone drops the ball they have to go to the bottom of the ring and everyone moves up one <p> <u>Class Discussion</u></p> <ul style="list-style-type: none"> What is the advantage of being able to manipulate the ball around the field? How can the batting team score runs without hitting the ball? <p> <u>CC Links</u></p> <ul style="list-style-type: none"> Maths – angles and power of hitting the ball. Biology- what body type would be needed to be successful in cricket? 	



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<p>-slips</p> <p>-3rd man/fine leg</p> <ul style="list-style-type: none">• Changing of fielding positions based on the batsman <p>-bringing fielders in closer for less powerful batsmen</p> <p>-sending fielders out for powerful batsmen to protect the boundaries.</p> <ul style="list-style-type: none">• batting order based on game situation		
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