



Liden Academy

PE Progression

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Principal: **Jeff Mason**

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Liden Academy Physical Education Curriculum Progression

Purpose

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

A high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

Our PE curriculum will be inclusive and ensure that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. There will also be opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness and respect.

We strive to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Each class will be supported by sessions run by an expert PE coach, to develop teachers and children to be successful learners. We will be achieving this through access to funds received from Sport Premium Funding.

We have a dynamic programme of intra and inter school competitions, which will provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum.

Overall, as a result of our PE Curriculum and Sport provision, pupils will develop and demonstrate the following personal qualities:

- A strong desire to learn and make progress.
- High levels of dedication, attendance and involvement in PE and school sport.
- Self-control, respect for fair play, collaboration and teamwork.

Curriculum Coverage

Yearly overview Terms	KSI		KS2				KS3
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1	Fundamentals	Fundamentals	Netball	Netball	Netball	Netball	Boys' rugby and Basketball/Girls' netball and Football
2	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Boys Rugby/Boys badminton/Girls' hockey/gymnastics Fitness
3	Dance	Dance	Dance & Swimming	Dance	Dance	Dance	Boys Football/Gymnastics Girls-tag rugby/badminton
4	Hitting and Striking Skills	Hitting and Striking Skills	Tennis	Tennis	Tennis	Tennis	Boys Football /Badminton. Girl's netball/gymnastics
5	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Boys/Girls Athletics
6	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity including archery.	Outdoor Adventurous Activity including archery.	Camp preparation. Boys Cricket/ Girls rounders

Early Years Outcomes	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p>The main Early Years Outcomes covered in the units are:</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Children show good control and co-ordination in large and small movements. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Experiments with different ways of moving. • They move confidently in a range of ways, safely negotiating space. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, netball, and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • Perform dances using a range of movement patterns. • Take part in outdoor adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in a different water-based situations.

Curriculum Progression

Dance

Reception	Year 1	Year 2	End of KS expectations
<ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform some dance moves. • Move around the space safely. 	<ul style="list-style-type: none"> • Copy dance moves. • Make up a short dance, after watching one. • Dance imaginatively. • Change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> • Change rhythm, speed, level and direction with consistency. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. 	<ul style="list-style-type: none"> • Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. • Change rhythm, speed, level and direction of their movements. • Create and perform dances using simple movement patterns, including those from different times and cultures. • Express and communicate ideas and feelings

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Perform pair/group dance involving canon & unison, meet & part. • Respond to music in time & rhythm to show like/unlike actions. • Respond to music to express a variety of moods & feelings 	<ul style="list-style-type: none"> • Respond imaginatively to stimuli related to character/music/story. • Perform clear & fluent dances that show sensitivity to idea/stimuli. • Make up dance within a small group 	<ul style="list-style-type: none"> • Show/fluency/control in chosen dances in response to stimuli. • Perform fluent dances with characteristics of different styles/eras. • Adapt & refine (in pair/group), dances that vary direction, space & rhythm 	<ul style="list-style-type: none"> • Create & perform dances in a variety of styles consistently. • Be aware of & use musical structure, rhythm & mood & can dance accordingly. • Use appropriate criteria & terminology to evaluate performances. 	<ul style="list-style-type: none"> • Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment. • Through dance, develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns.

Gymnastics

Reception	Year 1	Year 2	End of KS expectations
<ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched. • Balance on small/large body parts & understand stillness. • Make large and small body shapes. • Climb & hang from apparatus. • Perform basic travelling actions on various body parts 	<ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, showing some tension. • Begin to work on alone/with someone to make a sequence of shapes/travels. • Climb safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc. • Roll in stretched/curled positions e.g. 'log' and 'egg rolls' 	<ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>) • Be still on single/two + points of contact on floor/apparatus showing tension & control. • Link known shape/travel/roll/jump to a balance using floor & on apparatus. • Jump/land with control using different body shapes in flight. 	<ul style="list-style-type: none"> • Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

Year 3	Year 4	Year 5	Year 6	End of KS expectations	Year 7 key outcomes
<ul style="list-style-type: none"> • Use a greater number of own ideas for movement in response to a task. • Combine arm actions with skips/leaps/steps/jumps & spins in travel. • Travel while using various hand apparatus, (ribbon/hoop/ rope/ball) • Know principles of balance and apply them on floor & apparatus 	<ul style="list-style-type: none"> • Share ideas and give positive criticism/advice to self & others. • Create & perform matching/mirroring sequences explaining how it could be improved. • Perform at least 3 different rolls (shoulder, forward, back) with some control. • Link a roll with travel and balance using floor and apparatus with good body control 	<ul style="list-style-type: none"> • Combine own work with that of others, identifying strengths & weaknesses. • Include change of speed, direction and shape in movements. • Follow a set of 'rules' to produce a sequence, possibly made by peers. • Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc. 	<ul style="list-style-type: none"> • Select a suitable routine to perform to different audiences, bearing in mind who the audience is. • Transfer sequence above onto suitably arranged apparatus & floor. • Perform 6–8-part floor sequence as individual, pair & small group to a piece of music • Demonstrate 3 paired balances in sequence using various skills/actions 	<ul style="list-style-type: none"> • Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics 	<ul style="list-style-type: none"> • Students will learn to select, combine, and perform skills to create and perform sequences. • They will learn to analyse their own and others performance.

Invasion Games: Multi-Sports

Reception	Year 1	Year 2	End of KS expectations
<ul style="list-style-type: none"> Send & receive a ball by rolling from hand & striking with foot. Aim & throw object underarm. Catch balloon/bean bag/scarf & sometimes a bouncing ball. Move and stop safely in a specific area. Play a passing & target game alone and with a partner 	<ul style="list-style-type: none"> Throw underarm, bounce & catch ball by self & with partner. Kick/stop a ball using a confident foot while static. Run straight and on a curve and sidestep with correct technique. Begin to follow some simple rules 	<ul style="list-style-type: none"> Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) over longer distances to a teammate. Combine stopping, pick up/collect & send a ball accurately to other players. Make simple decisions about when /where to move in game to receive a ball 	<ul style="list-style-type: none"> Pupils should participate in team games, developing simple tactics for attacking and defending.

Netball

Year 3	Year 4	Year 5	Year 6	End of KS expectations	Year 7 Key outcomes
Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)		Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court		<ul style="list-style-type: none"> Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Mastery of basic skills. Basic principles of attack and defence to outwit the opposition. Basic rules and positioning.
<ul style="list-style-type: none"> Make a series of passes to teammates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Mark another player and defend when needed. 	<ul style="list-style-type: none"> Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court. 	<ul style="list-style-type: none"> Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions (snatch & catch) when playing as a team. 	<ul style="list-style-type: none"> Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. 		

Hitting and Striking Games

Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Aim & throw object underarm. • Catch balloon/bean bag/scarf & sometimes a bouncing ball. • Use hand to strike a bean bag or ball, and move towards a scoring area. • Begin to use a bat to hit a ball or bean bag 	<ul style="list-style-type: none"> • Show some different ways of hitting, throwing and striking a ball. • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Play as a fielder and get the ball back to a STOP ZONE • Begin to follow some simple rules (carrying the bat, not over taking someone) 	<ul style="list-style-type: none"> • Send a ball off a tee using a bat or a Racket. • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops. • Stop moving when the 'bowler' has the ball. • Play as a fielder and pass the ball back to the bowler to make the runner stop. • Follow rules for a game (carry the bat, don't overtake, run round the outside of the hula hoops) 	<ul style="list-style-type: none"> • Advancing all the skills learnt in year 2. • Pupils should participate in team games, developing simple tactics for attacking and defending.

Tennis

Year 3	Year 4	Year 5	Year 6	End of KS expectations	Year 7 outcomes
<ul style="list-style-type: none"> • Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce. • Tap the ball back and forth to partner. • Stand in a ready position holding racquet correctly. • Change from a ready position before tapping the ball to a partner. • Begin to know what it means by a forehand and backhand position. • Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed. 	<ul style="list-style-type: none"> • Tap the ball back and forth to a partner over a small space. • Begin to tap a ball over a net allowing for a bounce, hit technique. • Move from a ready position into a forehand position/backhand position quickly. • Bring racquet to meet the ball for a forehand and backhand hit. • Know to use two hands for an effective backhand. • Move racquet in a low to high swing for an effective tap. • Serve the ball straight from hands to racquet making sure it lands 'in' on the other side. 	<ul style="list-style-type: none"> • Tap the ball using either a fore hand or back hand motion. • Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is • Set racquet back in its ready position quickly upon recovery. • Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. • Serve the ball correctly beginning to purposely aim for space to score 	<ul style="list-style-type: none"> • Turn and run to the ball getting into a forehand or backhand position en route. • Use 'move-hit-recover' approach within a game showing facing forward on recovery. • Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). • Use the correct swing technique and control with smooth swings keeping the path of the racquet the same. • Serve the ball accurately making teammates must move to send it back 	<ul style="list-style-type: none"> • Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> • Students will replicate and improve individual technique in batting, bowling, and fielding. • Students will work on improving the quality of their skills to outwit opponents.

Athletics

Year 1	Year 2	End of KS expectations
<ul style="list-style-type: none"> • Use varying speeds when running. • Explore footwork patterns. • Explore arm mobility. • Explore different methods of throwing. • Practise short distance running. 	<ul style="list-style-type: none"> • Run with agility and confidence. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style. • Run for distance. • Complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, collaborating their own success. • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Year 3	Year 4	Year 5	Year 6	End of KS expectations	Year 7 outcomes
<ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini competition, recording scores. 	<ul style="list-style-type: none"> • Select and maintain a running pace for different distances. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> • Use correct technique to run • at speed. • Develop the ability to run for distance. • Throw with accuracy and power. • Identify and apply techniques of relay running. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • Demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> • Investigate running styles and changes of speed. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, collaborating and competing with each other and evaluate their own success. • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. 	<ul style="list-style-type: none"> • Replicate running, jumping, and throwing skills and learn specific techniques for events to improve performances. • To perform and improve skills and personal bests in relation to speed, height, and distances.

Outdoor Adventurous Activities

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations:	Year 7 outcomes
<ul style="list-style-type: none"> • Learners will be comfortable with interacting within groups and following instruction. • Use effective communication with other team members and work effectively within a small group or in pairs • Gain confidence and trust in partners and members of the group • Start to independently find solutions to problems • Start to be able to identify strengths and weaknesses within a team • Follow a basic route with instructions 	<ul style="list-style-type: none"> • Learners will be comfortable with interacting within groups and following instruction. • Use effective communication with other team members and work effectively within different group sizes • Gain confidence and trust in partners and members of the group • Independently find solutions to problems and begin to adapt problem solving strategies • Be able to identify strengths and weaknesses within a team • Follow a basic route with instructions • Begin to openly share ideas within a group • Introducing leadership roles and confidence in their own ability 	<ul style="list-style-type: none"> • Learners will be comfortable with interacting within groups and following instruction. • Use effective communication with other team members and work effectively within larger group sizes • Gain confidence and trust in partners and members of the group • Physically support partners and groups to solve tasks • Independently find solutions to problems and begin to adapt problem solving strategies • Be able to understand and adapt to strengths and weaknesses within a team • Follow a basic route with instructions • Begin to understand a basic map and setting it to ground • Begin to openly share ideas within a group • Introducing leadership roles and confidence in their own ability • Showing effective communication within a large group 	<ul style="list-style-type: none"> • Learners will be comfortable with interacting within groups and following instruction. • Use effective communication with other team members and work effectively within larger group sizes • Gain confidence and trust in partners and members of the group • Physically support partners and groups to solve tasks • Independently find solutions to problems and begin to adapt problem solving strategies • Be able to understand and adapt to strengths and weaknesses within a team • Follow a basic route with instructions • Begin to understand a basic map and setting it to ground • Begin to openly share ideas within a group • Can lead a group through a task with confidence • To be able to listen to a leader, follow their instructions and support them when needed • Showing effective communication within a large group 	<ul style="list-style-type: none"> • Pupils should be taught to find solutions through tasks set out for them in an outdoor team environment and adapt to the surroundings they are put in by showing leadership, teamwork and effective communication. 	<ul style="list-style-type: none"> • Students will learn basic camp craft; how-to put-up tents, use a compass, use gas cookers safely. • How to work together in problem solving activities, communication, and teamwork skills

Outdoor Adventurous Activity - Archery

Year 5	Year 6	End of KS2 Expectations:
<ul style="list-style-type: none"> Pupils should be able to set up the correct safety zones and set up the targets at an appropriate distance from the shooting line. Be able to pull the string and arrow back full distance to gain maximum power. Develop better accuracy whilst keeping a good level of power. Link archery and mathematics to be able to play and understand a range of different competitive games. 	<ul style="list-style-type: none"> Pupils should be able to have maximum power whilst having excellent accuracy. To have a very good knowledge of different games and be able to explain them to a group. Be able to explain safety and rules to younger children. 	<ul style="list-style-type: none"> Pupils should continue to develop power, accuracy and strength in their shots whilst gaining more independence as they progress through year. groups. Pupils should enjoy learning a new skill whilst having fun. Pupils should develop levels of confidence which will allow them to teach other pupils games and skills.

Health and Fitness

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 outcomes
<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. 	<ul style="list-style-type: none"> Effect of exercise on the body. Why and how to warm up. Literacy focus: names of basic muscles and joints. Fitness testing.

Swimming

Dorcan Academy Secondary Feeder School	
Term	Year 3
3	6 -7 weeks
Impact Assessment	Swim 25m


Assessment

Assessments will be made by the teachers over the academic year using a tool which will enable them to deliver an assessment of children's physical ability and evidence children's development throughout their primary school life.

Assessments are based on a spread of fundamental movements, ball skills, gymnastics actions, dance movements, pupils understanding of their health and also evaluation of their own and others performance. With a simple assessment system, the tool allows teachers to quickly identify children's strengths and areas for development, making assessment more manageable.

Year 7 Dorcan Academy Secondary feeder school P.E. Progression document

Year Group: 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Boys' rugby and Basketball/Girls' netball and Football	Boys Rugby/Boys badminton/Girls' hockey/gymnastics/Fitness	Boys Football/Gymnastics Girls-tag rugby/ badminton	Boys Football /Badminton. Girl's netball/gymnastics.	Boys/Girls Athletics	Camp preparation. Boys Cricket/ Girls rounders
Key Content/ Knowledge	<p>Mastery of basic skills.</p> <p>Basic principles of attack and defence to outwit the opposition.</p> <p>Basic rules and positioning.</p>	<p>Students will develop the skills necessary to outwit opponents. Attacking and defensive principles.</p> <p>Girls' gymnastics - Student's will learn to select, combine, and perform skills to create and perform individual sequences.</p> <p>They will learn to analyse their own and others performance.</p> <p>Fitness - Effect of exercise on the body. Why and how to warm up. Literacy focus: names of basic muscles and joints. Fitness testing.</p>	<p>Students will develop the skills necessary to outwit opponents. Attacking and defensive principles.</p> <p>Boys' gymnastics - Students will learn to select, combine, and perform skills to create and perform sequences. They will learn to analyse their own and others performance.</p>	<p>Students will develop the skills necessary to outwit opponents. Attacking and defensive principles.</p> <p>Girls' gymnastics Students will learn to select, combine, and perform skills developing group skills. They will learn to analyse their own and others performance.</p>	<p>Replicate running, jumping, and throwing skills and learn specific techniques for events in order to improve performances. To perform and improve skills and personal bests in relation to speed, height, and distances.</p>	<p>Students will learn basic camp craft; how to put up tents, use a compass, use gas cookers safely. How to work together in problem solving activities, communication, and teamwork skills</p> <p>Boys Cricket/Girls rounders Students will replicate and improve individual technique in batting, bowling, and fielding. Students will work on improving the quality of their skills to outwit opponents.</p>
Skills Covered	<p>Development of a range of Basic passing, receiving, and scoring skills.</p> <p>Beating an opponent will be developed through small-sided games.</p> <p>How to warm-up, names of basic muscles. different types of fitness and how to test them. Agility, speed, cardio and muscular endurance.</p>	<p>Development of a range of Basic passing, receiving, and scoring skills.</p> <p>Intercepting and beating an opponent will be developed through small-sided games.</p> <p>Basic badminton skills: serving, forehand and backhand techniques, movement.</p> <p>Gymnastics- basic body management techniques- balance, mirroring, jumps, travelling,</p>	<p>Development of a range of Basic passing, receiving, and scoring skills.</p> <p>Intercepting and beating an opponent will be developed through small-sided games.</p> <p>Basic badminton skills: serving, forehand and backhand techniques, movement.</p> <p>Gymnastics- basic body management techniques- balance,</p>	<p>Development of a range of Basic passing, receiving, and scoring skills.</p> <p>Intercepting and beating an opponent will be developed through small-sided games.</p> <p>Basic badminton skills: serving, forehand and backhand techniques, movement.</p>	<p>In this unit students will accurately replicate running, jumping, and throwing skills and learn specific techniques for events in order to improve performances</p>	<p>Students will replicate and improve individual basic technique in batting, bowling, and fielding in adapted game situations.</p>

		weight support. Self and peer assessment. How to warm-up, names of basic muscles. Different types of fitness and how to test them. Agility, speed, cardio and muscular endurance.	matching, mirroring, jumps, travelling, weight support. Self and peer assessment.			
Assessment	Formative Practical Assessment	Cumulative Practical Assessment	Formative Practical Assessment	Cumulative Practical Assessment	Formative Practical Assessment	Cumulative Practical Assessment
Tier 2 and 3 Words	 Year 7 Key Words.docx					