

PE Curriculum Sequence – Key Stage 3

	KS2 National Curriculum prior learning	By the end of each term, students can:	Year 7 Term 1A Term 1-2 carousel Outdoor and Adventurous activities	Year 7 Term 2A Term 1-2 carousel Hockey	Year 7 Term 3A Term 3 carousel Athletics	Year 8 Term 1A Term 1-2 carousel Netball	Year 8 Term 2A Term 1-2 carousel Football	Year 8 Term 3A Term 3 carousel Athletics	Year 9 Term 1A Term 1-2 carousel Football	Year 9 Term 2A Term 1-2 carousel Badminton	Year 9 Term 3A Athletics
What we want our students to know and remember	Pupils should be taught 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 have enjoyed communicating, collaborating and competing with each other. The should have developed an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Define the key tier 3 vocabulary:	Trust, partnership, problem solving, strengths and weaknesses, communication, praise, constructive feedback, leadership and teamwork, cooperation, physical challenge, planning and preparation, success, priorities	Attack, Defence, pressing, formation, finding and using space, changing speed, marking, covering, delaying, anticipation and intercepting.	Warm up, Cool down, Leg drive, Arm action- 'hip to lip' Sprint, Pacing, Speed, Take off, Flight, Landing, Recovery, Fatigue Lactic acid, . Shot put Javelin	Principles of attack and defence Creating and using space, Changing speed and direction Marking Covering Footwork Obstruction Contact Over a third Dodge Centre Pivot 3 seconds Off side	Attack Defence Pressing Formation Finding and using space Changing speed Being direct Marking Covering Delaying Moving feet Watching the ball & following through.	Warm up, Cool down, Leg drive, Arm action- 'hip to lip' Sprint, Pacing, Speed, Take off, Flight, Landing, Recovery, Fatigue Lactic acid Discus Javelin	starts, restarts, set plays, team strategy, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play	Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, tactics, game plan, officiating/umpiring, adjustments/variations & anticipation.	Hurdles, Relay, Javelin, Shot Putt, High Jump, Long Jump, Stride length, Pacing, Speed, Recovery, Fatigue & Lactic acid, .
			Year 7 Term 1B Term 1-2 carousel Dance	Year 7 Term 2B Term 1-2 carousel Basketball	Year 7 Term 3 Tennis	Year 8 Term 1B Term 1-2 carousel Dance	Year 8 Term 2B Term 1-2 carousel Badminton	Year 8 Term 3B Cricket	Year 9 Term 1B Term 1-2 carousel Hockey	Year 9 Term 2B Term 1-2 carousel OAA	Year 9 Term 3B Cricket
			gesture, rhythm, unison, canon & composition.	principles of attack and defence, finding and using space, lay-up, changing speed, marking, covering, delaying, moving feet, watching the ball, following through rebound..	ready position, preparation, forehand, backhand, smash, fault, volley, serve, baseline, tramlines, ace, anticipation, speed, coordination & officiating/umpiring	Formations Gesture Rhythm Unison, canon & composition/sequencing Timing Direction Levels Dynamics Musicality Aesthetically pleasing Floor patterns Audience Performance skills Props	Body positioning Service angle Flight of shuttle Angles Forehand Backhand Smash Overhead Drop shot Tactics Game plan Officiating/umpiring Adjustments/variations & anticipation	Forward drive pull shot, front foot, line and length, spin bowling, over, wide, no ball, boundaries, stumping, officiating/umpiring & anticipation.	Open stick side, reverse stick side, channelling, formation, space, free hit, penalty, changing speed, marking, covering, scanning, delaying and intercepting.	Direction, Communication, orienteering, map, compass, bearing, coordinates, control, relay, score, start and finish, map symbols, scale, leadership and teamwork.	Forward drive, pull, hook, front foot, back foot, line and length, spin bowling, over, wide, no ball, boundaries, stumping, LBW, officiating/umpiring & anticipation.

					Year 7 Term 3 Cricket			Year 8 Term 3B Tennis			Year 9 Term 3B Tennis
					stance, body position, follow-through, front foot, line and length, attacking and defensive strokes, wide, no ball, bowling, boundaries, officiating/umpiring & anticipation.			Ready position Preparation Forehand Backhand Smash Fault Volley Serve Double fault Baseline Tramlines Ace Anticipation Speed Coordination Reaction time			. forehand, backhand, smash, fault, volley, serve, double fault, top spin, slice, baseline, tramlines, ace, net, let, l ove, match point, speed, coordination & reaction time.
					Year 7 Term 3 Rounders			Year 8 Term 3B Rounders			Year 9 Term 3B Rounders
					stance, batting square, post fielder, deep fielder, innings, backward hit, no ball, bowling square, officiating/umpiring & anticipation.			Stance Batting square Post fielder Deep fielder Innings Backward hit No ball Bowling square Officiating/umpiri ng Anticipation.			stance, batting square, post fielder, deep fielder, innings, backward hit, no ball, bowling square, Donkey-drop, officiating/umpiring & anticipation.
											Year 9 Term 3B Softball
		Recall the knowledge:	Year 7 Term 1A Term 1-2 carousel	Year 7 Term 2A Term 1-2 carousel Hockey	Year 7 Term 3A Term 3 carousel Athletics	Year 8 Term 1A Term 1-2 carousel Netball	Year 8 Term 2A Term 1-2 carousel Football	Year 8 Term 3A Term 3 carousel Athletics	Year 9 Term 1A Term 1-2 carousel Football	Year 9 Term 2A Term 1-2 carousel Badminton	Year 9 Term 3A Athletics

			Outdoor and Adventurous activities								
			*Introduction to problem solving. *Trust exercises – Partnerships *Leadership group activities. *Introduction to football golf. *Introduction frisbee golf: *Full orienteering course.	*Grip, Dribbling & Handling. *Passing & receiving *Outwitting opponents/use of space *Shooting * Defending/block tackle *Attack/outwitting an opponent's * Improving general levels of fitness so they do not fatigue easily *Describe and demonstrates an effective warm up *Communicates and works collaboratively with others *Confidently leads a small group warm up or activity *Assists with officiating in lessons *Listens to and responds to feedback from others	* Applies fundamental movement skills and tactics to different activities *Improving general levels of fitness so they do not fatigue easily * Describe and demonstrates an effective warm up *Introduce running style (100m) *Jumping- long jump * Throwing – shot putt *Jumping- High Jump	1. Movement, space, chest passing and receiving 2. Overhead pass, shoulder pass and movement to receive 3. Footwork 4. Outwitting opponents and ball handling 5. Shooting 6. Attacking play/dodging 7. Patterns of play to move the ball through the thirds 8. Defending/positional awareness 9. Intercepting the ball 10. Tactics around the D 11. Outwitting Opponents in a competitive game situation 12. Umpiring in a game situation	1. Movement with the ball – Dribbling 2. Movement with the ball- Receiving & Turning 3. Short passing and movement off the ball. 4. Long passing and lofting the ball 5. Passing Variations depending on teammates 6. Shooting 7. Volleying 8. Defending principles 9. Defending positions 10. Knowledge of attack/outwitting an opponent's 11. Demonstrating attack/outwitting an opponent's 12. Officiate games	1. Pacing for middle distance running 2. Perform to maximum capacity in 800M 3. Throwing Technique - Javelin 4. Perform to maximum capacity in Javelin 5. Phases of jump - triple jump 6. Perform to maximum capacity in Triple Jump 7. Sling technique in throwing- Discus 8. Perform to maximum capacity in Discus 9. Sprint starts and change overs 10. Perform to maximum capacity as part of a relay team 11. Free lessons to allow for wet weather 12. Free lesson to allow for wet weather	1. Passing, Control & Turning 2. Heading 3. Shooting 4. Attack/Beating an opponent 5. Defensive Tactics 6. Set Plays 7. Confidently leads small group activities 8. Combines skills with control and coordination 9. Joins in with all activities even when they find them difficult 10. Demonstrates self-control and responsibility	1. Movement and forehand rallying 2. Overhead Clear 3. Smash/Jump Smash 4. Drop shot (underarm and overarm) 5. Doubles and singles tactics 6. Outwitting Opposition	1. Sprint running technique (100/200/400m/relays) 2. Middle distance running – 800m 3. Jumping - triple jump 4. Throwing – shot putt 5. Throwing - javelin 6. Jumping - High jump 7. Makes informed choices about engaging in physical activity 8. Improving general levels of fitness so they do not fatigue easily 9. Joins in with all activities even when they find them difficult 10. Answers questions in front of peers
			Year 7 Term 1B Term 1-2 carousel Dance	Year 7 Term 2B Term 1-2 carousel Basketball	Year 7 Term 3 Tennis	Year 8 Term 1B Term 1-2 carousel Dance	Year 8 Term 2B Term 1-2 carousel Badminton	Year 8 Term 3B Cricket	Year 9 Term 1B Term 1-2 carousel Hockey	Year 9 Term 2B Term 1-2 carousel OAA	Year 9 Term 3B Cricket
			* Dance Intro + timing development *Use of formations *Use of canon *Development of formations *Celebration section *Refining performance *Communicates and works	* Ball familiarisation + passing * Dribbling & Pivoting 3- Passing and movement off the ball. *Shooting – set shot * Shooting – layup *Outwitting Opponents in a competitive game situation *Compares	*Racket & Ball familiarisation *Forehand *Outwitting opponents *Backhand *Basic serves *Outwitting Opponents in competitive games *Shows fair play, respect and support for other pupils in the class.	1. Olympic introduction 2. Using other sports as a foundation 3. Using props to enhance a performance 4. The Olympic rings 5. Transition between sections 6. Using formations 7. Using Canon and Unison to enhance performance	1. Introduce the grip and ready position 2. Underarm clear 3. Overhead clear 5. Introduce the drop shot 6. Short serve and service rules 7. Long serve 8. Singles rules and regulations 9. Movement on court 10. Moving your	1. Fielding- accuracy at the stumps 2. Fielding- Long barrier 3. Batting-drive shot 4. Batting- Forward defence 5. Batting- Pull shot 6. Bowling 7. Bowling-run up development	1. Fundamentals- dribbling/passing/receiving 2. Use of space/attacking principles 3. Defending/tackling 4. Shooting/set plays 5. Positioning/formations in a competitive game situation	1. Reflection on problem solving and introduction to orienteering 2. Develop map skills 3. Compass points 4. Extend orienteering and map skills with use of compass 5. Bearings on a map 6. Working as part	1. Fielding fundamentals 2. Batting-defensive shots 3. Batting- cut 4. Bowling-spin/pace 5. Wicket keeping 6. Competitive game situations 7. Compares performances identifying strengths and improvements 8. Demonstrates simple

			collaboratively with others *Confidently leads a small group warm up or activity	performances identifying strengths and improvements. *Demonstrates simple skills in more competitive situations with control and accuracy *Combines skills with control and coordination * Communicates and works collaboratively with others *Confidently leads a small group warm up or activity *Assists with officiating in lessons. * Listens to and responds to feedback from others.	*Joins in with all activities even when they find them difficult *Describe and demonstrates an effective warm up *Combines skills with control and coordination *Makes informed choices about engaging in physical activity	8. Timing and musicality 9. Chorography skills 10. Rehearsal lesson 1 11. Rehearsal lesson 2 with peer assessment 12. Final performance	opponent on court 11. Outwitting an opponent through competitive games 12. Officiating competitive games	8. Batting calls 9. Basic field placement 10. Umpiring 11. Outwitting Opponents in a competitive game situation 12. Outwitting Opponents in a competitive game situation		of a team to plan strategies and overcome challenges in an outdoor environment.	skills in more competitive situations with control and accuracy 9. Listens to and responds to feedback from others 10. Shows fair play, respect and support for other pupils in the class
					Year 7 Term 3 Cricket			Year 8 Term 3B Tennis			Year 9 Term 3B Tennis
					*Ball familiarisation/catching * Fielding * Bowling * Batting * Game situations/basic strategies * Outwitting Opponents in a competitive game situation *Compares performances identifying strengths and improvements * Demonstrates simple skills in more competitive situations with control and accuracy * Assists with officiating in lessons * Answers questions in front of peers			1. Basic ground strokes- Forehand 2. Basic ground strokes- Forehand 3. Basic ground strokes- Backhand 4. Basic ground strokes- Backhand 5. Serve development 6. Backhand slice 7. Volley 8. Doubles play 9. Umpiring 10. Outwitting opponents 11. Outwitting Opponents in competitive games singles			1. Ground strokes/ Outwitting opponents 2. Topspin 3. Service development 4. Lob/smash 5. Drop shot 6. Outwitting Opponents in competitive games 7. Compares performances identifying strengths and improvements 8. Demonstrates simple skills in more competitive situations with control and accuracy 9. Listens to and responds to feedback from others 10. Shows fair play, respect and support for other pupils in the class
					Year 7 Term 3 Rounders			Year 8 Term 3B Rounders			Year 9 Term 3B Rounders

					<ul style="list-style-type: none">* Ball familiarisation/catching* Fielding* Bowling* Batting* Fielding tactics/strategies to outwit opponents* Competitive game situation* Makes informed choices about engaging in physical activity.* Demonstrates simple skills in more competitive situations with control and accuracy* Joins in with all activities even when they find them difficult.* Controls feelings when winning or losing			<ul style="list-style-type: none">1. Fielding skills-Throwing2. Fielding skills-Long Barrier3. Bowling4. Batting stance5. Batting rules6. Positional roles7. Fielding development 'back up'8. Batting development-placement9. Tactics/strategies to outwit your opponent10. Umpiring/scoring11. Outwitting opponents in competitive games			<ul style="list-style-type: none">1. Throwing/catching/fielding2. Bowling development3. Batting development4. Fielding roles/outwit opponents5. Evaluation of tactics/peer assessment6. Game play7. Compares performances identifying strengths and improvements8. Demonstrates simple skills in more competitive situations with control and accuracy9. Assists with officiating in lessons.10. Controls feelings when winning or losing.
											Year 9 Term 3B Softball
											<ul style="list-style-type: none">1. Throwing/catching/fielding2. Bowling development3. Batting development4. Fielding roles/outwit opponents5. Evaluation of tactics/peer assessment6. Game play7. Compares performances identifying strengths and improvements8. Demonstrates simple skills in more competitive situations with control and accuracy9. Assists with officiating in lessons.10. Controls feelings when winning or losing.
What we want our students to do	Pupils should have been taught to: - use running,	Demonstrate excellence	Year 7 Term 1A Term 1-2 carousel	Year 7 Term 2A Term 1-2 carousel Hockey	Year 7 Term 3A Term 3 carousel Athletics	Year 8 Term 1A Term 1-2 carousel Netball	Year 8 Term 2A Term 1-2 carousel Football	Year 8 Term 3A Term 3 carousel Athletics	Year 9 Term 1A Term 1-2 carousel Football	Year 9 Term 2A Term 1-2 carousel Badminton	Year 9 Term 3A Athletics

	<p>jumping, throwing and catching in isolation and combination.</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate for example: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. -develop flexibility, strength, technique, control and balance through athletics and gymnastics. - perform dances using a range of movement patterns. - taken part in outdoor and adventurous activity challenges both individually and within a team. - compared performances with previous ones and demonstrated improvement to achieve their personal best. 	in these skills:	Outdoor and Adventurous activities								
			<p>1- identify where problem solving is present in: OAA, Sport and Everyday Life. Show good replication of skills and will apply a reasonable knowledge of the underpinning principles related to outdoor education.</p> <p>2- consider the opinion of others within the group. Can identify, adapt and refine team tactics and strategies. Can identify good performances and provide feedback to those around them. be cooperative in agreeing a plan of action to overcome problem.</p> <p>3- Try to improve own performance after seeing others and can suggest ways they may improve. Suggests explanations of strengths and</p>	<p>1- Perform the necessary dribbling skills to suit the situation. Use different ways to manoeuvre/manipulate the ball into open spaces.</p> <p>2- Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.</p> <p>3- Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;</p> <p>4- Perform the necessary fundamental movement & hockey skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques is performed at a greater speed.</p>	<p>1- Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics.</p> <p>2- Describe parts of their performances which are effective and explain what they can improve with practice. Perform event techniques with control and will attempt to link coordination skills together resulting in improve outcomes.</p> <p>3- Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Personal targets are continual set and achieved due to sustained attempts and motivation.</p> <p>4- Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can explain varied terminology relating to athletic activities. Applies basic safety principles. Can explain how athletics improves overall fitness levels.</p> <p>5-</p>	<p>* Be able to identify space and explain what it is. They will be able to maintain space when they are moving and keep it at a constant pace. They will be able to demonstrate a pass to someone who is in space</p> <p>* Be able to make a two-handed passing showing some control and accuracy. They will be able to securely catch a pass and begin to abide by the footwork rule.</p> <p>* Be able to name all seven positions in a netball team and explain where they are able to move on court. They will be able to adjust to playing different positions.</p> <p>* Demonstrate good understanding of basic rules. During a competitive situation, they will adhere to the majority of the rules.</p>	<p>* Perform the necessary dribbling skills to suit the situation. Use different parts of the foot to manoeuvre/manipulate the ball into open spaces.</p> <p>* Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.</p> <p>* Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending</p> <p>* Perform the necessary fundamental movement & football skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques is performed at a greater speed.</p>	<p>*Show a good replication of skills across most athletic disciplines and applies a reasonable knowledge during performances.</p> <p>*Push body to challenge physical capacity. Personal targets are continual set and achieved due to sustained attempts and motivation.</p> <p>*Explain in simple terms the physical effects of exercise on heart rate. Can explain how warming up and cooling down help performance and use terminology relating to fitness activities.</p> <p>*Can suggest ways to improve performances based on experiencing success and failure. This improvement is driven by personal bests and refined targets.</p>	<p>*To understand variations in passes and where different types of passes should be used. To be able to use the different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes</p> <p>*To develop their understanding and knowledge of how to head the ball correctly and safely. To perform the different types of heading in different situation e.g. Defensive & Attacking. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p> <p>*To replicate a variety of shooting techniques on goal. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.</p> <p>*To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop basic strategic and tactical play.</p> <p>*To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation. To understand and appreciate the need</p>	<p>* To develop the ability to outwit opponents with movement of the shuttle. To understand the different lines and areas on the court and be able to move around between them quickly. To identify strengths and weaknesses when playing & adapt strategies where necessary.</p> <p>* To perform and replicate overhead clear with direction and intention to outwitting an opponent. Begin to attempt more advanced variations of this shot including the backhand clear. To score and officiate games fairly.</p> <p>* To be able to accurately replicate a smash shot with control and power. To understand the importance of movement and preparation for an effective smash and how to make adjustments. To officiate badminton matches fairly and accurately.</p> <p>* To replicate simple and more complex drop shot variations. To understand drop shot placement to produce a productivity outcome. To begin to develop strategic and tactical play during a rally. To</p>	<p>* Show a good replication of skills across most fitness disciplines and will push body to challenge physical capacity.</p> <p>* Can motivate and push other to undertake physical activity tasks and is clear on how to complete these.</p> <p>* Explain in simple terms the physical effects of exercise on heart rate, lungs and the cardiovascular system. Can explain how warming up and cooling down help performance and suggests example activities.</p> <p>* Can focus on aspects of their technique to improve and understand ways to perform in an event. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals.</p>

			weaknesses for tasks/teams. 4- can identify some of the basic principles that underpin tasks. Shows good teamwork skills. Be an effective participant, showing understanding of care for their partner/team						to make decisions about choice of defensive strategy. *To develop creativity in developing new strategies from set plays in attack and defence. To incorporate corner kicks, goal kicks, defending and attacking strategies in small games.	confidently score a game. * To develop their understanding and knowledge of basic outwitting strategies. To understand how movement of the shuttle will result in dominating rallies. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. * To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules.	
			Year 7 Term 1B Term 1-2 carousel Dance	Year 7 Term 2B Term 1-2 carousel Basketball	Year 7 Term 3 Tennis	Year 8 Term 1B Term 1-2 carousel Dance	Year 8 Term 2B Term 1-2 carousel Badminton	Year 8 Term 3B Cricket	Year 9 Term 1B Term 1-2 carousel Hockey	Year 9 Term 2B Term 1-2 carousel OAA	Year 9 Term 3B Cricket
			1- Perform a range of choreographed movements smoothly and accurately as part of a larger sequence. These movement patterns link together with precision 2- Perform dance movements with control and will show a range of	1-Perform the necessary dribbling skills to suit the situation. Use different speeds and can manoeuvre/manipulate the defenders position by exploiting open spaces. 2- Passes using different variations dependent on the situation faced. Accurately replicate core skills consistently and as a result plays a main role in small sided	1- Show a developing ability to read the game and move into the necessary space to replicate a chosen skill. Use different speeds and can manoeuvre/manipulate the ball into a number of different positions on the court. 2- Mostly use only one particular shot but accurately replicates this well when needed. Can maintain a rally with control.	* Demonstrate a number of movements with some control and timing within a group sequence. Confidence, timing and consistent replication is evident in practice but not during final/finished sequences * Use a sound understanding of creativity and times movement patterns well with the music. Has an input in group decisions and can organise others.	*Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen skills. Use different speeds and can manoeuvre/manipulate the shuttle into a number of different positions. * Use the forehand shot but accurately replicates other core skills when needed. Can maintain a rally. Begin to understand importance of strategy and tactics	*Accurately replicates core fundamental skills consistently and with improving confidence even under pressure. Bowls with control and can vary the length and angle of delivery. *Use an understanding of the principles of attack when planning an approach to a competitive game. Can use an	*Consistently use a range of specific techniques in competitive games played, showing more precision when they have time and space and can play a supporting role for others. * Pass using complex variations in distance and angles. Accurately replicates core fundamental skills consistently even under pressure and is beginning to become influential. * Understand how a set	* be able to identify key features on a map. They will develop their map reading skills, including orientating the map and compass work. * select and refine skills to meet new challenges and make confident decisions. * be able to identify strengths and weaknesses. Be able to plan a basic route on a map using coordinates. * understand the	* Pupils will further develop an understanding of how to outwit opponents using strategies and tactics during game play. Pupils will learn to use core cricket skills and adapt these skills to contribute to producing an improved performance. Pupils will be encouraged to identify different areas of the court to exploit in order to win points. * Physical warm ups aid as a useful fitness tool in developing pupils physical capacity. To

			<p>well-coordinated choreographed movements to the set music.</p> <p>3- .Use a sound understanding of creativity and times movement patterns well with the music. Tries to improve own performance after seeing others and can suggest ways they may improve.</p> <p>4- Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved.</p>	<p>games.</p> <p>3- Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;</p> <p>4- Explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. Can help others with the understanding of rules and terminology.</p>	<p>3- Begin to understand importance of strategy and tactics when attacking. Work effectively as a pair or individually. Can use a range of skills and techniques together with accuracy to outwit an opponent.</p> <p>4- Show an understanding and can help others with the understanding of game rules and terminology used.</p>	<p>* Try to improve own performance after seeing others and can suggest more detailed ways to improve. Will use ICT to reinforce points made.</p> <p>* Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved.</p>	<p>when attacking.</p> <p>* Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively as a pair. Can use an improving range of skills and techniques together with accuracy to outwit an opponent.</p> <p>* Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can help others with the understanding of rules and terminology.</p>	<p>improving range of skills and techniques together with control and accuracy to outwit an opposition.</p> <p>*Understand the basic and some more advanced rules/terminology surrounding the game and highlights the faults of others.</p> <p>*Will begin to unofficially play the role of a referee in a game situation and demonstrate confidence in decision making. Works effectively as a pair adopting either an attacking or defending role.</p>	<p>play can be set up and will play a role in the movement of the ball to a shooting opportunity.</p> <p>* Recognise a need for strategies and creative thinking and can add to a group discussion.</p>	<p>benefits of health and fitness through an activity such as orienteering. Be able to carry out tasks that are physically demanding over a period of time.</p>	<p>further develop a more detailed understanding of batting and bowling rules during competitive game situations. Challenge pupil's mental capacity through development of effective tactics.</p> <p>* Pupils will replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes.</p> <p>*Pupils will be encouraged to devise strategies to beat and outwit opponents. This should include information about speed of bowling delivery and judgment of bounce for batting. Pupils should be able to recognise the importance of responding to changing situations within a game.</p> <p>*Highlight cricket-based fitness and the necessary components of fitness needed. i.e. coordination, reaction time & speed. Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life.</p> <p>*To develop the ability to make effective evaluations of strengths and weaknesses in performance. Provide opportunities for pupils to self-assess own performance and</p>
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									implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given.
			Year 7 Term 3 Cricket			Year 8 Term 3B Tennis			Year 9 Term 3B Tennis
			1- Demonstrate basic movement patterns to meet the ball when catching or coordinate body when batting. Limited footwork can restrict shot selection. Physical literacy is in its early stages. 2- Accurately & consistently replicate batting and bowling techniques. Mostly use the forward drive shot but accurately replicates other core skills when needed. 3- Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence and replication are evident in low pressure situations. Begin to understand importance of strategy and tactics when attacking. 4- Understand why cricket activities are good for health & fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game.			*Accurately replicates a number of core fundamental skills consistently even under pressure. Uses mainly the forehand shots but can varying the angle and depth of the ball * Use an understanding of the principles of attack when planning an approach to a competitive game. Can use an improving range of skills and techniques together with control and accuracy to outwit an opposition * Understand the basic and some more advanced rules surrounding the game (service and court markings) and highlights rule errors of others. Works well with others to produce effective outcomes. * Can suggest ways to improve performances			* Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced tennis skills consistently applying a high quality of replication. Continual development and refinement of skills will contribute to producing an improved performance & technique. * Physical warm ups aid as a useful fitness tool in developing and testing pupil's physical capacity. Develop ability to perform sustained physical movements as part of game activities. Pupils will become more competent in applying and maintaining tennis rules and understanding of specific terminology. * Pupils will further develop the fundamental principles of play when selecting and applying core skills. Overarm serves, forehand & backhand (topspin & slice), volleys and drop shots will be developed through competitive games and conditional situations. Demonstrating high

							based on experiencing success and failure. This improvement is driven by personal bests and refined targets.			quality performances and accurate replication will be assessed. *Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Pupils will be provided opportunities to play a variety of roles including coach and umpire. Encourage pupils to work through reasoning for a defeat and work towards improving personal bests. * To understand the type of fitness components that tennis players need to perform at a high level. i.e. coordination, reaction time, agility and speed. Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. * Pupils will develop a capacity to self-assess, assess others. Appropriate questioning on teaching points will develop an ability to reflective on learning and setting target to improve. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.
				Year 7 Term 3 Rounders			Year 8 Term 3B Rounders			Year 9 Term 3B Rounders

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											<p>*Consistently sound shot selection within game situations. Is influential in the game and successfully outwits opponents. Is in control of ball placement and often gets individuals out as a bowler.</p> <p>* Attempt more advanced core skill variations showing control and an understanding of field positions. Accurately replicates core skills consistently even under pressure and is beginning to become influential in a game.</p> <p>*Can highlights errors of others and will play an unofficial role of coach during practices. Can analyse their own play using sound technical knowledge and plans ways to improve individual performance.</p> <p>* Show creativity in planning ways to outwit opponents and execute the skills needed to complete this. Can critically evaluate a plan to way to score runs as the over progresses.</p> <p>*</p>
Key assessme nt questions:			Year 7 Term 1A Term 1-2 carousel Outdoor and Adventurous activities	Year 7 Term 2A Term 1-2 carousel Hockey	Year 7 Term 3A Term 3 carousel Athletics	Year 8 Term 1A Term 1-2 carousel Netball	Year 8 Term 2A Term 1-2 carousel Football	Year 8 Term 3A Term 3 carousel Athletics	Year 9 Term 1A Term 1-2 carousel Football	Year 9 Term 2A Term 1-2 carousel Badminton	Year 9 Term 3A Athletics
			1- What problems do you have to solve in everyday life? Why is it important to prioritize? Did you have a leader in your group –	1- recap grip and dribble teaching points. How is movement with the ball possible? How will vision play a role in decision making? 2- – How might the player without the ball assist the ball carrier? Identify	1- – Recap running style/technique for sprint events. How will higher leg drive generate more speed? How can tactics and strategies help during a race? 2- Describe the 3 phases of the jump. How can the run up,	* What influences the type of pass you choose to make * How can you outwit a defender to receive the ball * What physical attributes do you need to be a successful netballer? * How can	*What are the technical points to movement with the ball? *Why is check shoulder important? *Why is decision making in SSG vital to attacking? *How might the player without the	*What is meant by pace? How can this be judged during a race? *Discuss school, national and Olympic records? *Why is it important to run with similar	1. How many variations in a pass can you suggest? What tactics work best to maintain possession of the ball? How can control effective the team? Positive/negatives? 2. How can a header be controlled or directed? 3. How can chips and	* Why is anticipation important? How will movement around the court assist performance? * Recap teaching points for the clear? How could a player disguise which shot they might be playing? As an	* What is benefit of a down start? What tactics and strategies can be used during a race? How can own personal best be beaten? How does setting targets help? * What is meant by pace? How can this be judged during a race?

			<p>how/why? Strengths & weaknesses?</p> <p>2- – How do we develop trust within the group? Where might we need it in OAA environment? Rock climbing (belay and climber) / white water rafting / team sports environment? Lineout lifting in rugby/ calling in cricket for run.</p> <p>3- What happens in an activity where there is no leader? What happens if you do not agree with the leader? What makes a great leader?</p> <p>4- – Reflection on activity; how it could have been improved? Why is planning and preparation important? What additional challenges did the spider web present?</p> <p>5- Reflection on activity; how it could have been improved? Why is planning and preparation important?</p>	<p>information players can provide to help team mates.</p> <p>3- How might spatial awareness be used in a game? Identify variations in passes and use for each.</p> <p>4- How many game rules are pupils aware of? Discuss ideas.</p> <p>5- Reinforce defending stance and why anticipation is vital? Discuss how knowledge has improved and what pupils know now that they didn't appreciate before.</p> <p>6- – discuss ways to beat a defender, which ones were successful? Highlight why possession is key?</p>	<p>take off and flight be affected? What impact would speed have on distance achieved?</p> <p>3- What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?</p> <p>4- What technique needs to be applied to execute the high jump effectively. What key teaching points need to be performed?</p>	<p>communication improve your game?</p> <p>* What netball specific warm up drills can you include?</p> <p>* How can you help your teammates be more successful</p>	<p>ball assist the ball carrier?</p> <p>*Which role is more important?</p> <p>*Identify information can they provide?</p> <p>*How might spatial awareness be used in a game?</p> <p>*Identify variations in passes–Discuss use throughout.</p> <p>*Discuss ways to beat a defender, which ones were successful?</p> <p>*Reinforce defending stance and why scanning is vital?</p> <p>*How many times should players scan?</p> <p>*How can defenders force attackers into areas</p> <p>*What key things do defenders look for to close down quickly or hold up a player</p>	<p>individuals?</p> <p>*How can more distance be gained? What adjustments to run up can be used?</p> <p>*How will angle of release help javelin flight?</p> <p>*Discuss school, national and Olympic records?</p> <p>*How can the phases of triple jump be broken down</p> <p>* Which phase do you get the most distance?</p> <p>*How can you link sprinting technique from Y7 to jumping events</p> <p>*How should the discus be released from the hand</p> <p>*What principles of throws apply to discuss</p> <p>*What does a successful change over look like</p> <p>*How can you communicate with your team for relay success</p>	<p>low drives be produced?</p> <p>How might space dictate choice of shot?</p> <p>4. How can space be a factor in beating an opponent? What do you do to decide how to be different opponents?</p> <p>5. what formations have you learnt/found out about today? Discuss defensive terms highlighted?</p> <p>6. Why set up a strategy for attack from a set plays?</p>	<p>opponent how might you best prepare for these variations?</p> <p>* What benefit does a jump give to a smash or the attacking player? Did players attempt to score a 2-point target?</p> <p>* what variations in the drop shot are possible? How can a drop shot be used to win a rally?</p> <p>* why positioning on the court is key. How might a doubles pairing set up? Why is court coverage important? What is the role/job of players backcourt and frontcourt?</p> <p>* discuss ways to beat an opposition? Which ones were successful? If you were to play again what would you do different?</p>	<p>Discuss school, national and Olympic records? Why is it important to run with similar individuals?</p> <p>* Describe the 3 element of the jump before take-off. How can the run up, take off and flight be affected? What impact would speed have on distance achieved?</p> <p>* What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?</p> <p>* How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? What are some of the common problems experienced? How can they be overcome?</p> <p>* What are the possible techniques used in high jump? How does speed and coordination play a part in the overall event technique? What are some of the common problems experienced?</p>
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			Year 7 Term 1B Term 1-2 carousel Dance	Year 7 Term 2B Term 1-2 carousel Basketball	Year 7 Term 3 Tennis	Year 8 Term 1B Term 1-2 carousel Dance	Year 8 Term 2B Term 1-2 carousel Badminton	Year 8 Term 3B Cricket	Year 9 Term 1B Term 1-2 carousel Hockey	Year 9 Term 2B Term 1-2 carousel OAA	Year 9 Term 3B Cricket
			1- Recap meaning of dance? 2- What movements are associated with the themed sequence 3- What movements are associated with skills/individual techniques in chosen theme? 4- How might your group use adapt and use these to create a sequence? 5- What aspects of your dance need improving? Can you self-assess? How could this section be different to the first? 6- How might pupils have improved overall sequence if performed again?	1- Recap technical points to passing and receiving the ball? What decisions are you forced to make in a games situation? 2- . How might the player without the ball assist the ball carrier? 3- How might spatial awareness be used in a game? Identify variations in passes? 4- Recap teaching points checklist for set shot. Why is each element needed? 5- Discuss how knowledge has improved and what pupils know about a layup that they didn't know before. 6- discuss ways to beat a defender, which ones were successful? Identify information that others can provide?	1- Recap technical points of grip & feet preparation? How did you get the ball to bounce twice on opponent's side? 2- Recap teaching points for forehand? How does anticipation and footwork help shoot execution? Identify variations in the forehand and discuss use in games. 3- – Which shot is your preference? Can pupils use a range of shots? Explain tennis doubles court markings and tennis scoring system? 4- When might this shot be useful? Do you prefer this or the forehand? How could you opt to select a forehand instead? 5- Recap check points for a serve? Ball toss and contact? What strategies should be used to win points effectively? 6- What shot are players comfortable playing? Which ones were most successful? If you were to play again what would you do different?	*What movements have you extracted from the clip/sports? *Do you have a starting position? *Does it include levels? *What challenges do props bring to your performance? *Have you included a change in direction? *Does your dance naturally flow from one sport to the next? *How do you know you are in time with each other/the music? *How might pupils have improved overall sequence if performed again? *What components of fitness do you need to be successful in dance? *How can you give constructive feedback to peers to enhance their performance? *How can you work as part of a dance squad?	*Recap technical points of grip and stance *Why is anticipation important? *What information can you use to judge shuttle flight? *Discuss ways to beat an opposition? Which ones were successful? *If you were to play again what would you do different? *How do you score a game of badminton *How do you know who's service it is and from where *How can you warm up for badminton *What decisions are you forced to make in a games situation? *Recap teaching points for underarm clear? When should it be used?	* Technical points of long barrier? What information is used to judge ball delivery? How can you restrict batters from scoring? * Recap teaching points for straight drive? How can it be directed towards on or off side? What is the difference in sides? * Describe the pull shot? How does footwork enable shot selection? * Recap bowling teaching points. How will speed of run up alter bowling delivery? Good and bad points? * Highlight why field positioning is key to restricting batters? Recap terminology-What is backing up, various field positions? What calls will batter use? * What are the common ways of batsmen to get out? If you were to play again what would you do different?	1. recap technical points of dribble + more complex variations in passing and receiving? How can a defender be beaten? What ways were successful? 2. What strategies to beat a defenders were used and why? What factors influenced your decision to execute a particular skill? Highlight rules knowledge. 3. Why is possession key to success? How can space be created or denied? 4. Who keeps the ball longest and why? Demo successful & unsuccessful defending & reasoning. What does the term 'jockey' mean? Discuss ways to beat a defender, which ones were successful? Why? 5. What are the key priorities for each of the roles in the formation? What benefit does a formation give a team? Why is it important to change a team setup? 6. How might spatial awareness be used in a game? Why is timing of pass vital? Did performance improve after half time changes? Suggest reasons for this.	* Why is it important to identify landmarks when reading a map? How can 'thumbing' a map help you? What is a control? * – What is the difference between a Score event and a relay event in orienteering? What is a control used for? * How can using a compass help you in orienteering activities/events? If you didn't have a compass could you tell where north and south are? * What are the advantages to a Relay event? What problems did you encounter on your route? How could you improve your time? * – How can taking a bearing help you in orienteering? If you were creating a course, what factors would you have to consider? * How will you make sure you are recording the correct control code? How can planning save you time? How could you improve for next time?	* Recap technical points of a basic bowling and batting action? What information is used to judge ball delivery? How can you restrict batters from scoring or given away easy runs? * Recap teaching points for back foot defensive shot? How can it be directed towards on or off side? What is the difference in sides? What other positions are there? * recap teaching points for a correct batting cut action. Describe the use of the cut shot? How does footwork enable shot selection? * recap bowling teaching points. How can spin be applied? How will spin alter bowling delivery? Describe umpire's signal for 1.wide 2.no ball, 3.four runs, 4.six runs * highlight wicket keepers position on the field? Why is reaction time important? Recap terminology-What are stumpings and slips? How else can a batter be out? What calls will batter use? * discuss ways to deal with different bowling deliveries. What are the common ways of batsmen to get out? Discuss shot selection for batters.
					Year 7 Term 3 Cricket			Year 8 Term 3B Tennis			Year 9 Term 3B Tennis

				<p>1- Recap technical points of throwing and catching? What information can you use to judge ball flight? What decisions are you forced to make as a batter in game situations?</p> <p>2- Recap teaching points for long barrier? When should it be used? Identify variations and discuss fielding placements. How can fielders stop batsmen scoring?</p> <p>3- How can accuracy be improved? How would pupils describe the bowling action to a pupil who know nothing?</p> <p>4- How can a batter direct the ball into field areas? What are the different roles during a cricket game?</p> <p>5- highlight why field positioning is key to restricting batters? Recap terminology. What is the role/job of bowler & fielders?</p> <p>6- discuss ways to beat an opposition? Which ones were successful? If you were to play again what would you do different?</p>			<p>* Recap technical points of grip, preparation and groundstroke action? How is a game of tennis scored? What are some of the common faults during a game?</p> <p>* Recap checklist for an overarm serve? What is important about ball toss and contact? How will a first and second serve differ?</p> <p>* How does the preparation for a backhand differ from that of a forehand? Explain tennis doubles court markings and tennis scoring system?</p> <p>* Recap teaching points for a volley. When might this shot be useful? What shot should it follow up from?</p> <p>* What shot are players comfortable playing? Which ones were most successful? If you were to playing the same opponent again what would you do different?</p>		<p>*Recap technical points of preparation and groundstroke action? What are some of the common faults during a game?</p> <p>*– Recap checklist for a top spin shot? How does the preparation for a topspin differ from that of a slice? How did players adjust from topspin errors?</p> <p>*What is important about ball toss and contact? How will a first and second serve differ? What faults are associated with serves?</p> <p>*Recap teaching points for a lob and smash. When might this shot be useful? What shot should it follow up from? How could player approach the net?</p> <p>*How did pair outwit opposition with a drop shot? How should shot selection be affected? What triggers this decision-making process? What are pupils 1st and 2nd serve percentage?</p> <p>* What shot are players comfortable playing? If you were to playing the same opponent again what would you do different?</p>
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				Year 7 Term 3 Rounders			Year 8 Term 3B Rounders			Year 9 Term 3B Rounders
				1- Recap technical points of throwing and catching? What information can you use to judge ball flight? What decisions are you forced to make as a batter/fielding team in a game? 2- Recap teaching points for long barrier? When should it be used? Discuss fielding options short and deep. How can fielders stop batsmen scoring? 3- recap teaching points for a correct bowling action. How can accuracy be improved? What infringements are related to bowling? 4- How can a batter direct the ball into different field areas? 5- why field positioning is key to restricting batters success? Recap terminology. What is the role/job of bowler & fielders? What is a personal strength of each other game? 6- discuss ways to beat an opposition? Which ones were successful? If you were to play again what would you do differently?			* Recap throwing and catching teaching points? What is a long barrier? What is a no ball? What ways can a batter be given out? * Recap teaching points for a correct bowling action? How do you score ½ a rounder + full rounder? * Why is speed important to a batter? How bowling accuracy be improved? * Name different field positions. How can field positions be adapted to weaken batting team? Why is communication between bases important? * How can hitting the ball early/late impact it's direction? Where do you want to aim for? benefits of hitting behind first base? * Recap terminology. What is the role/job of bowler & fielders? Highlight strengths and weaknesses of own performance. * Tactics to beat an opponent's- which ones were successful? If you were to play again what would			* Recap fielding teaching points? What is a long barrier? What ways can a batter be given out? * Recap teaching points for a correct bowling action? How can the bowler stop batters running? * recap teaching points for a correct batting action. Why is coordination and timing important to a batter? What rules should a batter be aware of? * – Name different fielding positions. How can field positions be adapted for different batters? Why is communication between bases important? * highlight why field positioning is key to restricting batters success? Recap officials calls/terminology used. What is the role/job of bowler & fielders? Highlight strengths and weaknesses of own performance. * How can innings be adjusted to outwit opposition? Batting order? Field positions? What tactics worked best and why?

								you do differently?			
Disciplinary Rigour			Year 7 Term 1A Term 1-2 carousel Outdoor and Adventurous activities	Year 7 Term 2A Term 1-2 carousel Hockey	Year 7 Term 3A Term 3 carousel Athletics	Year 8 Term 1A Term 1-2 carousel Netball	Year 8 Term 2A Term 1-2 carousel Football	Year 8 Term 3A Term 3 carousel Athletics	Year 9 Term 1A Term 1-2 carousel Football	Year 9 Term 2A Term 1-2 carousel Badminton	Year 9 Term 3A Athletics
			1- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. 2- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	1- use a range of tactics and strategies to overcome opponents in direct competition through Hockey. 2- develop their technique and improve their performance. 3- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	1- develop their technique and improve their performance in athletics in a competitive environment. 2- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	1. Use a range of tactics and strategies to overcome opponents in direct competition through Netball 2. Develop their technique and improve their performance in Netball 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	1. Use a range of tactics and strategies to overcome opponents in direct competition through football 2. Develop their technique and improve their performance 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	1. Develop their technique and improve their performance in athletics in a competitive environment. 2. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	1. use a range of tactics and strategies in football to overcome opponents in direct competition through team and individual games. 2. develop their technique and improve their performance. 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	1. use a range of tactics and strategies in Hockey to overcome opponents in direct competition through team and individual games. 2. develop their technique and improve their performance. 3. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	1. develop their technique and improve their performance 2. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 3. take part in competitive sports and activities outside school through community links or sports clubs
			Year 7 Term 1B Term 1-2 carousel Dance	Year 7 Term 2B Term 1-2 carousel Basketball	Year 7 Term 3 Tennis	Year 8 Term 1B Term 1-2 carousel Dance	Year 8 Term 2B Term 1-2 carousel Badminton	Year 8 Term 3B Cricket	Year 9 Term 1B Term 1-2 carousel Hockey	Year 9 Term 2B Term 1-2 carousel OAA	Year 9 Term 3B Cricket

			<p>1- perform dances using advanced dance techniques within a range of dance styles and forms. 2- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>1- use a range of tactics and strategies to overcome opponents in direct competition through Basketball. 2- develop their technique and improve their performance. 3- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>1- use a range of tactics and strategies to overcome opponents in direct competition 2- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 3- take part in competitive sports and activities outside school through community links or sports clubs 4- develop their technique and improve their performance in tennis through team and individual games. 5- take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>1. Develop their technique and improve their performance 2. perform dances using advanced dance techniques within a range of dance styles and forms 3. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>1. Use a range of tactics and strategies to overcome opponents in direct competition through badminton 2. Develop their technique and improve their performance 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>1. Use a range of tactics and strategies to overcome opponents in direct competition through badminton 2. Develop their technique and improve their performance 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>1. use a range of tactics and strategies in Hockey to overcome opponents in direct competition through team and individual games. 2. develop their technique and improve their performance. 3. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>1. take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group 2. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>1. use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 2. develop their technique and improve their performance 3. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 4. take part in competitive sports and activities outside school through community links or sports clubs.</p>
					Year 7 Term 3 Cricket			Year 8 Term 3B Tennis			Year 9 Term 3B Cricket
					<p>1- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. 2- develop their technique and improve their performance 3- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 4- take part in competitive sports and activities outside school through</p>			<p>1. Use a range of tactics and strategies to overcome opponents in direct competition through badminton 2. Develop their technique and improve their performance 3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>			<p>1. use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 2. develop their technique and improve their performance 3. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 4. take part in competitive sports and activities outside school through community links or sports clubs.</p>

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