

Beths Grammar School KS3 Physical Education Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A: Games/ P.E Health and fitness	Rugby Year 7 Pupils will: Develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform rugby skills more fluently consistently and with greater accuracy and quality. Pupils should start evaluate their own and others performances. Development, adaptation and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently. Learn to use basic principles of play when selecting and applying tactics	Ball familiarisation To be able to perform fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league. Intro passing & receiving/ 2 vs 1 To replicate basic passing & receiving skills with the intention of outwitting opponents. To understand the rules regarding the pass and catching the ball (i.e. backwards pass and knock-on). To perform skills in a small sided game making decisions about how best to advance on opposition. Tackling technique	Pupils will: Be assessed using the 'Physical' strand of the assessment ladder. Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. • Formative Physical Skill Checks: Practical observation of passing, catching, and tackling/tagging mechanics during small-sided drills (Ph2, Ph4, Ph5, Ph10). • Peer & Self-Assessment: Structured peer evaluations of

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	for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement.	To develop their understanding and knowledge of how to tackle safely. To perform and accurately replicate the correct techniques for front and side tackles. To understand the rules regarding tackling within the game. To be able to evaluate tackling technique and 2 vs 1 situation suggesting ways to improve. Attacking/outwitting an opponent To be able to outwit opponents using learnt skills and techniques. To develop the decision making process in a game situation. To confidently describe the rules and laws of rugby league. To begin to recognize and identify strengths and weaknesses when playing small sided games. Competitive Games To demonstrate knowledge and understanding of the rules related to rugby. To demonstrate the ability replicate core game skills and to outwit an opponent in a game situation.	physical technique during drills, focusing on body tension, control, and linking actions (Ph1, Ph7, Ph8). • Summative Assessment: Mapped against the 'Physical' (Ph1–Ph10) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Ph4–Ph10): Pupil performs core skills with control and consistency (Ph4, Ph5), links movements together smoothly (Ph8), maintains good body tension (Ph7), uses combinations of skills confidently (Ph9), and demonstrates a range of rugby skills fluently in practice situations (Ph10). • Differentiation (Lower Ph Criteria - Less Able): - Ph1: Pupil performs a small range of skills (e.g., basic stationary catch and pass) and links two movements
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			with some success (e.g., catching then running forward). - Ph2: Pupil performs a single skill or movement with some control (e.g., safely placing a ball down for a try or making a basic tag). - Ph3: Pupil performs sequences with some changes in level, direction, or speed (e.g., changing direction slightly while carrying the ball)
	Health related fitness: P.E Pupils will: escribe basic fitness components including speed, strength, cardiovascular endurance, and flexibility (H10). Explain how individuals require different types and levels of fitness for specific roles and activities Explain why regular, safe exercise is vital for long-term health and well-being (H14). Know general recommendations for exercise frequency and duration	Lesson 1: Safe Exercise Practice & Kit Awareness Focus on correct exercise attire (H2), safe movement/landing mechanics (H4), and safe equipment handling (H5, H8). Lesson 2: Body Responses & Heart Rate Monitoring	Pupils will: Be assessed using the 'Health and fitness' strand of the assessment ladder. Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Booklets for diploma

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	Describe how the body changes and feels before, during, and after exercise (H6, H9). Know how to record/monitor exertion, including taking a pulse Understand principles of warming up and cooling down (H7). Identify kit requirements and safety practices Move, land, and execute exercise movements safely using proper body control and equipment Select appropriate warm-up and cool-down activities independently (H15) and plan a warm-up for others Measure, record, and monitor heart rate and physical intensity levels Follow a general fitness exercise program and adapt it to personal needs	Identify physical changes during exercise (H1, H6, H9). Practice taking heart rate/pulse and recording intensity data (H11). Lesson 3: Warm-Up & Cool-Down Mechanics Explain the physiological necessity of warm-ups and cool-downs (H7). Select, demonstrate, and lead appropriate routines for peers (H15, H18). Lesson 4: Components of Fitness & Role Demands Define core components (speed, strength, CV endurance, flexibility) (H10). Analyse why different sports require unique fitness profiles (H13). Lesson 5: Long-Term Health & Guidelines Explore exercise duration/frequency guidelines (H12) and explain long-term health benefits (H14). Follow a general fitness circuit (H16).	Formative & Diagnostic: Heart rate recording logs (H11), practical observation of safe technique, kit, and equipment use (H2, H5, H8). • Peer & Self-Assessment: Assessment of peer-led warm-ups (H15, H18) and ability to follow and adapt fitness circuits (H16, H19). • Summative Assessment: Mapped against the 'Physical' / 'Cognitive' assessment ladder using a best-fit model based on H1–H19 milestones. Evidence of Intended Learning • Pupil safely executes basic physical movements, lands correctly, and handles equipment with care for self and others (H3, H4, H5, H8). • Pupil accurately measures pulse, explains body changes before/after exercise, and defines key fitness components (H6, H9, H10, H11).
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	Lesson 6: Program Adaptation & Evaluation Adapt a general fitness program to personal needs (H19). Evaluate session performance and set health targets.	• Pupil leads a suitable warm-up, follows a fitness program, and adapts exercises to suit individual needs (H15, H16, H18, H19).
Super curriculum	Bing Videos Rugby Coach Weekly - Rugby Passing & Ball Handling Drills	
Rugby Year 8 Pupils will: Further develop the ability to outwit opponents and teams using strategies for attack. Pupils will learn to combine and replicate developed rugby skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. Develop ability to complete physical warm ups based around rugby to help develop pupil's physical capacity. Pupils will be encouraged to evaluate games and ask questions about the effectiveness	Recap passing & refine handling skills To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To confidently describe the rules of rugby union. Developing passing/4 vs 2 To understand and accurately replicate the scissors & miss pass, and how to receive it. To create and develop varying strategic ways of getting passed defenders. To understand the rules of rugby union. To perform skills in a small sided game with pressure from opposition. Develop tackling technique To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder. Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Competitive Match Observation: Teacher evaluation of skill execution under defensive pressure in conditional or full-sided games (Ph12, Ph14). • Technical Adaptation Audits: Practical observation of a pupil's

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	of these tactics. To further develop an understanding of rules and terminology used for rugby. Further develop the fundamental principles of play when replicating core skills and movement needed. Passing, receiving, tackling and beating an opponent will be developed through conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. Will be encouraged to devise new strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations within a game. This decision making process should influence movement of the ball into different areas of the field using a variety of core skills.	understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game. Kicking To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. Tactical play/outwitting opponents To develop knowledge and understanding of strategic play used to outwit opponents. To be able to change and refine tactics based on the analysis of certain plays and opposition. To confidently describe the laws of rugby union and officiate parts of a game. Competitive Games To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby.	ability to adjust technique during dynamic play (Ph6, Ph13). • Summative Assessment: Mapped against the 'Physical' (Ph4–Ph14) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Ph11–Ph14): Pupil effectively transfers skills into game scenarios (Ph11), performs a variety of skills consistently in competitive situations (Ph12), performs skills under defensive pressure (Ph14), and efficiently makes micro-adjustments to techniques (Ph13). • Differentiation (Lower Ph Criteria - Less Able): - Ph4 / Ph5: Pupil performs a range of core rugby skills with developing to good control and consistency in isolated practice drills (Ph4, Ph5).
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			- Ph6: Pupil performs and repeats longer sequences with clear shapes and controlled movement (e.g., executing a structured drill involving receiving, passing, and supporting continuous play). - Ph7 / Ph8: Pupil maintains body tension during tag/contact entry (Ph7) and links 2–3 actions together cleanly in low-pressure drills (Ph8)
	Super curriculum	Spine Shattering Rugby Tackles The Best Rugby Tackles, Big Hits & Defence (youtube.com)	
	Health related fitness: P.E Sport-Specific Fitness Demands: Explain how different sports require varying types and levels of fitness (e.g., agility and reaction time in Badminton vs. explosive power and flexibility in Volleyball) (H10, H13). • Physiological Responses & Guidelines: Understand how heart rate and breathing change during interval/match play, and explain	Lesson 1: Fitness Demands in Net & Court Games Compare fitness components needed for Badminton (agility, footwork) and Volleyball (vertical jump, core power) (H10, H13). Lesson 2: Sport-Specific Warm-Ups & Safety	Pupils will: Be assessed using the 'Health and fitness' strand of the assessment ladder. Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Peer Leadership Check: Practical assessment of students planning

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	baseline exercise recommendations for health (H11, H12). • Long-Term Health Benefits: Explain why regular, safe exercise maintains long-term physical and mental health (H14). • Hazard Identification: Recognize potential dangers and safety risks associated with court and net activities (H17). Disciplinary Knowledge (Skills) • Data Recording & Monitoring: Record and monitor exertion levels, accurately taking pulse rates before, during, and after high-intensity sport drills (H11). • Warm-Up Leadership & Selection: Select suitable warm-up/cool-down activities (H15) and plan/lead an appropriate sport-specific warm-up for peers (H18).	Identify hazards in court sports (e.g., net equipment, stray balls) (H17). Select dynamic stretches and lead a warm-up for a small group (H15, H18). Lesson 3: Tracking Intensity in Rally Sports Perform Badminton shuttle-runs and Volleyball shadow drills while taking working pulse rates (H11). Compare exertion in fast-paced rallies vs. rest periods (H6, H11). Lesson 4: Executing a General Sport-Fitness Program Follow a general fitness circuit designed to build agility, balance, and muscular endurance (H16). Lesson 5: Linking Fitness to Sports Performance Analyse how improved cardiovascular endurance and speed directly enhance rally	and leading sport-specific warm-ups for a peer group (H15, H18). • Data & Analysis Log: Worksheets/logs where students record pulse rates (H11) and link fitness components (H10) to specific skills in Badminton and Volleyball (H13). • Summative Assessment: Mapped against the 'Physical' / 'Cognitive' assessment ladder using a best-fit model based on H11–H18 targets. Evidence of Intended Learning • Student accurately explains how different fitness components apply to performance in Badminton and Volleyball (H10, H13). • Student measures working heart rate and links changes in body responses to exercise intensity (H6, H11).
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	• Program Execution: Follow a structured fitness program that targets multi-directional movement and short-burst conditioning (H16)	length and reaction time in match situations (H13, H14). Lesson 6: Evaluation & Guidelines Review Review individual heart rate logs, discuss recommended weekly activity levels (H12), and evaluate warm-up delivery (H18)	• Student plans and safely leads a sport-appropriate warm-up routine for others, taking court safety into account (H15, H17, H18)
	Rugby Year 9 Pupils will: Further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform more advanced rugby skills consistently applying fluency and a greater accuracy and a higher quality of technique. Continual development and refinement of the fundamental skills will contribute to producing an improved performance. Discuss rules and differences between rugby league & union. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use rugby to	Passing & Use of space To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities. Outwitting opponents- 3 vs 2 & 5 vs 3 To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and recognise errors. Tackling + rucking To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. High-Intensity Gameplay Analysis: Practical assessment of advanced skill application in pressurised match environments (Ph10, Ph15, Ph16). • Physical Mastery Audits: Observation of technical execution

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	develop observation skills on peer performances, skills and techniques. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. Be given opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Pupils will learn to identify and recognise different principles of attack and defence. Pupils will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Performances and accurate replication will be assessed against end of unit learning outcomes.	the safety aspects of rugby tackling and the rules regarding rucking and offside. Restarting play-line outs To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To develop a confident understanding of the rules and laws of rugby union. Scrum development To develop the knowledge and understand of how to form a small 3 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrumage skills into a small sided game after an infringement. Competitive Games To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby.	and physical adaptations during competitive play (Ph9, Ph13, Ph15). • Summative Assessment: Mapped against the 'Physical' (Ph7–Ph16) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Ph14–Ph16): Pupil consistently performs advanced rugby skills in intense pressure situations (Ph15), performs a wide range of complex skills with high consistency and accuracy (Ph16), and efficiently adjusts movement mechanics on the fly (Ph13). • Differentiation (Lower Ph Criteria - Less Able): - Ph7 / Ph8: Pupil demonstrates good body tension in contact or off-the-ball positioning (Ph7) and links basic phase-play actions together with good flow (Ph8).
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			- Ph9: Pupil uses combinations of skills confidently in semi-opposed practices (e.g., catch, evade, and pass in a 2v1 drill). - Ph10: Pupil performs a range of rugby skills fluently and accurately in practice situations, though consistency may drop during full-sided match pressure (Ph10)
	Super curriculum	English Rugby Union - latest news - BBC Sport	
	Health related fitness: P.E Sport-Specific Programme Design: Know how to plan, adapt, and refine an exercise programme tailored to specific demands in net/court sports (e.g., footwork endurance and reaction drills for Badminton; explosive vertical jump power and shoulder stability for Volleyball) (H19, H22, H23). • Risk & Hazard Analysis: Analyse sport-specific dangers (e.g., landing mechanics in Volleyball spikes, court overhead collisions in	Lesson 1: Sport Risk Analysis & Safe Preparation Analyse environmental and mechanical hazards in high-intensity Badminton/Volleyball match play and establish safe warm-up/training protocols (H20). Lesson 2: Advanced Sport Training Methods Apply specialised methods to net/court sports (e.g., plyometric box jumps for Volleyball	Pupils will: Be assessed using the 'Health and fitness' strand of the assessment ladder. Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Student Training Plans: Assessment of student-designed exercise programmes targeting explicit skill areas in Badminton or Volleyball (H22, H23).

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	Badminton doubles) and prepare safely (H20). • Programme Evaluation: Evaluate training effectiveness using heart rate/performance data to optimise sport performance and long-term health (H21, H24). Disciplinary Knowledge (Skills) • Independent Planning & Execution: Design and perform a specialised fitness session targeting game demands (e.g., plyometrics for Volleyball blocking; multi-directional interval agility for Badminton rallies) (H22, H23). • On-the-Fly Adaptation: Adapt training drills (e.g., altering work-to-rest ratios or court movement patterns) to suit personal fitness levels or sport positions (H19). • Critical Evaluation: Analyse fitness data to evaluate game	spikes; shadow footwork intervals for Badminton rallies) (H22). Lesson 3: Planning a Sport-Specific Session Design a complete 30-minute fitness session targeting personal weaknesses in Badminton or Volleyball (e.g., anaerobic endurance or explosive leg power) (H23). Lesson 4: Session Execution & Modification Execute the planned session, adapting work-to-rest ratios, repetition speeds, or movement directions in real time to match personal needs (H19, H23). Lesson 5: Performance Evaluation & Data Analysis Evaluate heart rate recovery and agility output from the session, making data-driven adjustments to improve future sport performance (H24).	• Practical Adaptation Check: Observation of students leading, executing, and modifying their training sessions in a court environment (H19, H20, H23). • Written / Verbal Evaluation: Student evaluation of training outcomes, linking fitness gains directly to improved court coverage and jump height (H21, H24). Evidence of Intended Learning • Student independently plans and safely leads a sport-specific exercise programme targeting Badminton or Volleyball demands (H20, H22, H23). • Student adapts training intensity and movements during sessions to accommodate personal strengths, weaknesses, or specific sport roles (H19). • Student uses data to evaluate how fitness adaptations directly
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	readiness and refine future sport-specific training plans (H24).	Lesson 6: Lifelong Sport & Fitness Planning Analyse how maintaining a balanced health and fitness regimen enhances long-term performance and active participation in sports like Badminton and Volleyball (H21)	improve rally endurance, power, and long-term health (H21, H24).
	Term 1B: Football Year 7 All pupils will: develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more Develop ability to perform sustained physical movements as part of a warm up and games activities. Use football concepts to develop observation skills on peer performances, skills and	Movement with the ball – Dribbling, Receiving & Turning To be able to perform the basic dribbling movements with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition territory. Passing and movement off the ball. To be able to replicate passes in a space with changing environment. To understand the importance of width and playing into space in order to attack and outwit opponents. To identify the type of information you might provide team mates when off the ball. Passing Variations To be able to accurately replicate the core skills of passing and receiving. To understand and develop the knowledge of the type of pass needed and when. To be able to outwit	All pupils will: Be assessed using the 'Cognitive' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. ormative Tactical Q&A: Questioning during drills and games to check understanding of rules (Co1), spatial awareness (Co10), and decision-making (Co8). • Peer Observation & Review: Structured peer-analysis tasks to identify areas for improvement (Co5, Co6, Co7).

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	techniques. To develop an understanding of the basic rules and roles during a game situation. Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within small groups will develop communication and decision making skills (defender, attacker, and referee) Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. To understand the type of fitness components that football players need to perform at a high level. Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote	opponents with a variety of passes in a competitive small sided game. Shooting To demonstrate a controlled shooting motion on a goal. To develop an understanding of how to create space to shoot. To understand how to adjust shot selection based on opponents positioning & environment. Attack/outwitting an opponents To develop a knowledge of how to outwit an opponent using the core football skills. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful. Attack/outwitting an opponents To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.	• Summative Assessment: Mapped against the 'Cognitive' (Co1–Co10) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Co8–Co10): Pupil clearly explains what they are doing and why (Co8), understands and applies simple attacking/defending tactics (Co9), and uses awareness of space and teammates to make effective in-game decisions (Co10). • Differentiation (Lower Co Criteria - Less Able): - Co1 / Co2: Pupil understands and follows simple rules of football (Co1) and can name basic skills they perform well (e.g., passing or kicking) (Co2). - Co3 / Co4: Pupil observes and describes basic actions seen in match play (Co3) and begins to order basic instructions or
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	community links. To understand the type of fitness components that football players need to perform at a high level. Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.		sequences (e.g., control then pass) (Co4). - Co5 / Co6 / Co7: With teacher prompting, pupil recognises simple similarities/differences in performances (Co6), explains why a technique is working well (Co5), and identifies basic areas for improvement (Co7)
	Super curriculum	England Football Learning Home	
	Term 1B: Football year 8 Pupils will further develop the ability to outwit opponents and teams using strategies for attack. Pupils will learn to combine and replicate developed football skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques.	Developing Core Skills - Passing To be able to perform core passing skills in a variety of situations. To be able to perform these techniques in a small sided game to outwit opponents. Dribbling, Turns and Outwitting a defender To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to perform techniques in a small sided game making decisions about how best to advance on opposition.	All pupils will: Be assessed using the 'Cognitive' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Tactical & Analytical Q&A: In-game questioning focusing on reading

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	Pupils will be encouraged to devise new strategies to beat and outwit opponents. Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Highlight the long term health benefits gained from taking part in Football based activities. Suggest any Football clubs within the school timetable and promote community links. To understand the skill related fitness components that football players need to perform at a high level. Develop ability to complete physical warm ups based around football to help develop pupil's physical capacity. Pupils will be encouraged to evaluate games and ask questions about the effectiveness of these tactics. To further develop	Development of Shooting To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning. Developing an Attack To be able to outwit opponents using learnt core skills and techniques. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play when advancing Outwitting an opponent/Teamwork To develop an ability to outwit an opponent when under pressure. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful Defensive strategies/tactics To be able to perform and develop defensive strategies i.e. Tackling, jockeying, forcing onto weaker foot. To understand how to set up a defense and how to stop opponents from advancing.	game situations (Co18) and explaining tactical choices to outwit opponents (Co16). • Peer & Self-Evaluation Task Cards: Assessment of student-led peer reviews using established evaluation criteria (Co11, Co12, Co15, Co17). • Summative Assessment: Mapped against the 'Cognitive' (Co11–Co18) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Co11–Co18): Pupil reads and reacts to game situations as they develop (Co18), suggests and applies patterns of play to outwit opponents (Co13, Co16), and reviews, analyses, and evaluates strengths and weaknesses using specific criteria (Co11, Co12, Co14, Co15, Co17).
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	an understanding of rules and terminology used for football. Pupils will further develop the fundamental principles of play when replicating core skills and movement needed including; passing, shooting, control and movement off the ball. Technique will be further tested through its use in small sided games and conditional situations and assessed against expected learning outcomes To develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.		• Differentiation (Lower Co Criteria - Less Able): - Co6 / Co7: Pupil identifies basic areas for personal or peer improvement with support (Co6, Co7). - Co8 / Co9: Pupil clearly explains what action they are taking and why (Co8), showing an understanding of basic attacking and defending principles (Co9). - Co10: Pupil uses awareness of open space and teammate positioning to make good basic passing and moving decisions during match play (Co10)
Super curriculum		England Football Learning Home 15 Soccer Passing Drills (2024 Update) (soccercoachingpro.com)	
Football year 9 Pupils will work on the ability to outwit opponents with varying	Passing, Control & Turning To understand variations in passes and where different types of passes should be used. To be		All pupils will: Be assessed using the 'Cognitive' strand of the assessment ladder

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	degrees of pressure. Pupils will learn to combine and perform more advanced football skills consistently with a greater accuracy and tempo. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. To use the understanding of rules and terminology used for football to trial different roles within the game. Pupils will be encouraged to use more advanced strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Further opportunities to referee/coach pupils or small groups will develop communication and decision making skills.	able to use the different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes. Heading 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. Shooting 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. Attack/Beating an opponent 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. Defensive Tactics 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	Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. In-Game Strategic Audits: Teacher assessment of dynamic decision-making, spatial anticipation, and real-time tactical adjustments during match play (Co20, Co22, Co23). • Tactical Leadership & Video/Peer Analysis: Evaluation of student-led tactical reviews, opponent scouting reports, and performance prioritization (Co21, Co24). • Summative Assessment: Mapped against the 'Cognitive' (Co19–Co24) assessment ladder using a best-fit model. Evidence of Intended Learning • Core Target (Co19–Co24): Pupil anticipates changing situations (Co23), sees developing patterns of
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Pupils will learn to prepare for and recover from exercise safely. Develop a deeper understanding of stretches for all major muscle groups and those specific to Football. Discuss the negative effects of dehydration to a Football player. Highlight the long term health benefits gained from taking part in Football based activities suggesting clubs both within the school timetable and outside. Pupils will further develop the fundamental principles of play using and replicating core skills and movement needed including; passing, shooting, control and movement off the ball. Demonstrating high quality performances and accurate replication will be assessed with reference to learning outcomes Be able to understand the concept of attack and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.	appreciate the need to make decisions about choice of defensive strategy. Set Plays 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.	play (Co19), solves complex dynamic problems under pressure (Co20), makes advanced risk vs. reward choices (Co22), critically evaluates performance quality (Co21), and reaches detailed judgements to adapt decisions against opponents (Co24). • Differentiation (Lower Co Criteria - Less Able): - Co11 / Co12: Pupil identifies specific technical/tactical elements of performance to improve using established criteria (Co11, Co12). - Co13 / Co14: Pupil suggests basic patterns of play (e.g., passing wide to create space) and has a clear idea of how to improve personal and peer performance (Co13, Co14). - Co15 / Co18: Pupil reads basic match situations as they develop (Co18) and uses sport-specific vocabulary to assess performance against set targets (Co15).
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	Super curriculum	England Football Learning Home	
	Term 2 Basketball year 7 Pupils will develop the ability to outwit opponents and teams using adapted strategies. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently. Develop ability to perform sustained physical movements as part of a warmup and games activities. Use basketball concepts to develop observation skills on peer performances and individual techniques. To develop an understanding of the basic rules and roles during a game situation. Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt dependent on opposition. Pupils will implement strategic and	Ball familiarisation + passing To be able to replicate basic ball handling skills. To be able to perform these in a small sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball. Dribbling & Pivoting To replicate the core skill of dribbling with control and accuracy. To be able to perform skills in a small sided game making decisions about how best to advance on opposition. To develop an understanding of the rule of travelling. Passing and movement off the ball. To be able to replicate passes in a space with changing environment. To understand the importance of speed of thought and playing into space in order to attack and outwit opponents. To begin to understand the need of tactical movements to invade opponents' goal. Shooting – set shot To develop their understanding and knowledge of how to execute a successful set shot. To be	All pupils will: Be assessed using the 'Social' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Demonstrate basic movement techniques with the ball (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations. Show a basic tactical awareness and react to opponent's pressure in a small sided game. Understand the need to warm up and the importance of making health lifestyle choices. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game.

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	tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within a team (defender, attacker, and referee). To understand the type of fitness components that basketball players need to perform at a high level. Highlight the possible health benefits gained from taking part in basketball-based activities and discuss the need to stay healthy and active throughout life. Suggest any clubs within the school timetable and in the community. Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; Passing, Receiving, outwitting defenders, shooting, dribbling and movement patterns. Technique will be further tested through its use in small sided games and conditional situations and assessed against expected learning outcomes.	able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of playing into space in order to attack. Shooting – lay up To replicate a basic lay up technique in a variety of situations. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary. To identify the type of information you might provide team mates when off the ball.	Use basic techniques in a competitive game and will pass, receive and shoot with reasonable accuracy. Performs these skills at a consistent speed. Identify the differences between their performances and others.
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	Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use observation to analyse individual's techniques. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning)		
Super curriculum	20 Basketball Layup / Finishing Drills for Coaches & Players (breakthroughbasketball.com)		
Basketball year 8 Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed basketball skills consistently applying a greater accuracy and higher quality of technique. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique Develop ability to perform sustained physical movements as part of a warm up and small sided game activities. Physical warm ups	Develop Passing/Pivoting & Dribbling/Triple Threat To be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small sided game with success. To use dribbling technique correctly and understand what constitutes a double dribble and traveling. Attacking and outwitting an opponent. To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To demonstrate a developed understanding of basketball rules.	All pupils will Be assessed using the 'Social' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme.	Use core techniques in a low pressured situation and will should basic control and passing ability. Is aware of weaknesses and can compare performances to others'. Show some tactical awareness and can rush skill execution when responding to opponent's pressure.

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	aid as a useful fitness tool in developing a pupils physical capacity. Develop knowledge of the major rules and laws involved in Basketball. To develop an understanding of the basic rules and roles during a game situation. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within a team (defender, attacker, and referee). To understand the type of fitness components that basketball players need to perform at a high level. Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Suggest any clubs within the school timetable and in the community. Pupils will further develop the fundamental principles of play when selecting and replicating core skills and movements needed including. Passing, Receiving, outwitting defenders, Dribbling, and shooting. Development and assessment of progress is through	Defending Skills To be able to replicate defending skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact) Shooting – Set shot, lay up To understand and know the benefits of types of shots. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to create shooting opportunities. Develop Shooting – Jump shot To develop understanding of how to outwit an opponent using accurate replication of jump shot techniques. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To	Recognise a need for speedy decision making when faced with an opposition with limited success. Uses a few core skills and techniques throughout this process Recognise basic rules during conditioned games and play a simple role in a team performance.
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	small sided games and conditional situations. Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self assessment)	understand the need of tactical movements and strategies to invade opponents half. To demonstrate a sound knowledge of the rules of the game.	
	Super curriculum	How to Dribble a Basketball (7-Step Guide + Drills) (basketballforcoaches.com)	
	Basketball year 9 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 basketball skills consistently applying a high quality of replication. Continual development and refinement of skills will contribute to producing an improved performance & technique. Pupils will be encouraged to use more advanced strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations and increase	Attacking/Outwitting an opponent. To be able to perform passing, receiving, dribbling, shooting techniques to outwit opposition. To be able to perform a combination of these skills in a small sided game with success. Develop shooting – lay up To perform and accurately replicate a range of lay-up variations under limited pressure. To understand the need of tactical movements to invade opponents half. To improve decision making skills about choice of shot techniques in different situations. Defence – Zone To be able to stop opponents with the use of zone and man to man defending skills. To be	All pupils will: Be assessed using the 'Social' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use simple techniques in situations with limited pressure and will attempt passing and shot variations Recognise a need for strategies and creative thinking and can add to a group discussion. Show knowledge of a set play and recognise why these are used. Play

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	the speed of decisions made. Further opportunities to referee/coach pupils or small groups will develop communication and decision making skills. 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 small sided game activities. Pupil will become more competent in applying and maintaining basketball rules and roles in a game situation. Pupils will learn to prepare for and recover from exercise safely. Develop a deeper understanding of stretches for all major muscle groups and those specific to basketball. Highlight the long term health benefits gained from taking part in basketball based activities. Suggest any clubs within the school timetable and in the community. Pupils will further develop the fundamental principles of play when selecting and applying core skills. Passing, receiving, outwitting defenders, dribbling, defending stance and shooting will be	able to perform skills in a small sided game making decisions about how best to stop opposition. To develop knowledge basketball rules. Strategies for attack/ 3 man weave To develop an understanding about attacking principles specific to basketball. To know the benefits of different strategies for attacking play. To perform and replicate a 3 man weave using teamwork and movement patterns. Game tactics To develop tactical strategies to successfully attack opponents basket. To understand and appreciate the need to use creativity when implementing strategies and refining ideas when unsuccessful. To understand and know advanced basketball rules Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To understand and develop knowledge of required fitness and diet required to sustain a good basketball performance. To demonstrate a sound knowledge of the rules of the game.	a limited role in the execution of such movements. Recognise basic rules during conditioned games Take part in competitive games, replicating a number of core skills with some consistency and effectiveness. Speed of movement in the team is developing.
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	developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Be able to understand the concept of attack and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.		
Super curriculum	6 Basketball Moves You Need to Beat Any Defender (basketballforcoaches.com)		
Badminton year 7 Pupils will; Identify different areas of the court and be able to move between these areas using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play. Continual development and adaptation of the necessary skills will contribute to producing an improved performance	Introduce the grip and ready position To be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket from a ready position. To understand the different lines and areas on the court and be able to move around between them quickly Introduce the underarm clear To perform and replicate underarm clear with control and coordination. To understand when	All pupils will: Be assessed using the 'Personal' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use basic techniques in a controlled situation and will only use the forehand to play a majority of	

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	Pupils should be able to recognise the importance of responding to changing situations within the game to both attack and defend. Pupils will be constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution To understand the type of fitness components that badminton players need to perform at a high level. i.e. coordination, reaction time and agility. Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Develop the ability to perform sustained physical movements as part of a warm up and games situations. Use badminton concepts to develop observation skills on peer performances and individual techniques. To develop an improved mental capacity through understanding of the basic rules and questioning of game concepts	best to use underarm clear. To develop the skill of outwitting an opponent using a combination of shots. Introduce the overhead clear To perform and replicate overhead clear with control and fluency. To begin to outwit opponents with movement of the shuttle. To understand court markings and basic scoring. Introduce the drop shot To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. Basic underarm service + court lines To accurately replicate a serving technique. To be able to strike the shuttle consistently with enough height and weight to carry the net. To begin to score & officiate a competitive doubles game using the correct court markings. Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To identify strengths and weaknesses when playing & adapt strategies where necessary. To demonstrate a variety of tactics based on the movements of others.	shots. Perform these skills at a slower speed and will show intent in body preparation lacking only skill execution. Understand why activity is good for health and fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game. Demonstrate basic movement patterns to meet the shuttle with some control. Limited footwork can restrict shot selection. Physical literacy is in its early stages and can result in core skills lacking control and fluency. Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence, accuracy and consistent replication is evident in low pressure situations. Will often follow other pupil's leads but occasionally will direct others.
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	To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement. Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; forehand, backhand, clear, serves, smashes and short/deep shots. Pupils will be expected perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.		
Super curriculum	Badminton England The Nation's Favourite Racket Sport		
Badminton year 8 Pupils will; Identify different areas of the court and be able to move the shuttle between these areas using a variety	Ready position To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the	All pupils will: Be assessed using the 'Personal' strand of the assessment ladder	

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	of techniques. Pupils will develop an understanding of how to outwit opponents using strategies and tactics during game play. Continual development and adaptation of skills will contribute to producing an improved performance. Develop the ability to perform intense physical activity in the form of badminton games. To develop a more detailed understanding of singles and doubles rules during a competitive game situation. Challenge pupil's mental capacity through reflective learning and refinement of tactics. Suggest any badminton clubs within the school timetable and promote community links. Highlight badminton based fitness and the necessary components of fitness needed. <i>i.e. coordination</i>. 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 be encouraged to devise new strategies to beat and outwit opponents. Pupils should be able to recognise the importance of	shuttle with the face of the racket consistently. To develop the ability to outwit opponents with movement of the shuttle. The clear To replicate overhead clear with control and accuracy. To consistently replicate this shot in a match situation implementing strategies for success. To understand court markings and the strong/weak side of an opponent. Smash shot & preparation To be able to accurately replicate a smash shot. To understand the movement and preparation for an effective smash. To appreciate how to adjust shot selection based on opponents positioning. To begin to officiate badminton matches fairly and accurately. Disguised shots (drop shot/flick shot) To be able to outwit opponents using simple a disguise. To understand the importance of movement and shuttle placement in order to attack. To confidently score a game of singles and doubles. Doubles/singles game play To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesses.	Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Show some tactical awareness and can rush skill execution when responding to opponent's pressure. Use basic techniques in a controlled situation and will mainly use the forehand to play a majority of shots. Recognise a need for speedy decision making but has limited success. Uses a few core skills and notices errors after rally is completed. Begin to understand importance of body preparation and its relationship to a good connection/shuttle placement. Use a few isolated core skills when the shuttle falls to them. This is usually in a low pressured situation. Forehand shot tends to lack height and depth which can make it easy to return. Recognise and adopt badminton rules during conditioned games. Scoring is usually correct.
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	responding to changing situations within a game. This decision making process should influence movement of the shuttle around the court using a variety of core skills. To understand the concept of net games and make effective evaluations of strengths and weaknesses in performance. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; forehand, backhand, clear, serves, smashes and drop shots. Pupils will be expected perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.	Outwitting Opponents in a competitive game situation 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. To identify strengths and weaknesses when playing & adapt strategies where necessary.	
Super curriculum		Forehand Badminton Smash Techniques for Executing a Smash Tips for Smashing (masterbadminton.com)	
Badminton year 9			

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	Pupils will further develop an understanding of how to outwit opponents using strategies and tactics during game play. Pupils will learn to use core badminton 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 Pupils will be encouraged to devise strategies to beat and outwit opponents. This should include information about angles and weight of shot. Pupils should be able to recognise the importance of responding to changing situations within a game. Highlight badminton based fitness and the necessary components of fitness needed. <i>i.e. coordination, reaction time</i>. Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Physical warm ups aid as a useful fitness tool in developing a pupils	Movement and forehand rallying 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. Overhead Clear 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. Smash/Jump Smash 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. Drop shot (underarm and overarm) 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 confidently score a game. Doubles and singles tactics To develop their understanding and knowledge of basic outwitting strategies. To understand how movement of the shuttle will result in	All pupils will: Be assessed using the 'Personal' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use simple techniques in situations with limited pressure and will attempt more advanced variations. Preparation for these shots can lack fluency which can make it difficult to maintain a rally. Recognise a need for strategies and creative thinking and can add to a group discussion. Often notices errors after rally is completed and adjusts accordingly. Take part in competitive games, replicating a number of core skills with some effectiveness. Usually reacts to the shuttle once hit by opposition and can struggle to execute clear and drop shot combinations. Recognises differences between performances and can highlight core skills that are strengths and those that could be improved.
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physical capacity. To further develop a more detailed understanding of singles and doubles rules during competitive game situations. Challenge pupil's mental capacity through development of effective tactics. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To further develop a more detailed understanding of singles and doubles rules during competitive game situations. Challenge pupil's mental capacity through development of effective tactics. Pupils will replicate shots with a developing control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes 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.	dominating rallies. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. Outwitting Opposition 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.	
Super curriculum	8 Best Badminton Singles Tactics to Win the Game (badmintonjustin.com)	
Hockey year 7 Pupils will: Develop the ability to outwit opponents and teams using strategies and tactics. Pupils will	Grip, Dribbling & Handling. To be able to accurately replicate the correct hockey stick grip. To be able to dribble with the ball under control. To be able to perform these in a small sided game to maintain ball	All pupils will: Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify

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	learn to choose, combine and perform basic hockey skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently. Develop ability to perform sustained physical movements as part of a warm up and games activities. Use hockey concepts to develop observation skills on peer performances, skills and techniques. To develop an understanding of the basic rules and roles during a game situation. Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within small groups will develop communication and decision making skills (defender & attacker). Highlight the possible health benefits gained from taking part in Hockey based activities and discuss the need to stay healthy and active.	possession & begin to evaluate how to outwit the opposition. To develop their understanding and knowledge of the basic rules of hockey. Passing & receiving To be able to perform basic passing & receiving technique with accuracy. To recognise the use of push pass within game. To be able to propel the push pass with direction in order to outwit opponents. To be able to replicate passes under pressure and develop tactics ideas. Outwitting opponents/use of space To be able to outwit opponents using passing and receiving. To perform skills in a small sided game making decisions about how best to advance on opposition. To understand the importance of width in order to attack. To explore ideas, concepts of attacking play when in space and with ball possession. Shooting To develop their understanding and knowledge of how to shoot correctly & safely. To perform and accurately replicate the correct techniques hit shot. To be able to evaluate team strategies and individual strengths & weaknesses. Defending/block tackle To perform block tackle technique in isolation and under pressure in a game. To understand when to use the block tackle in a game. To develop the knowledge of strong and weak side and evaluate own strong side. To	the differences between their performances and others. Demonstrate basic movements including running and hand eye coordination based techniques with some fluency and control. Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations. Show a basic tactical awareness and react to opponent's pressure in a small sided game. Often skill execution is affected by opposition pressure.
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	Suggest any Hockey clubs within the school timetable and promote community links. To understand the type of fitness components that hockey players need to perform at a high level. To understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement. Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting and control will be developed through small sided games and conditional situations Demonstrating high quality performances and accurate replication will be assessed against expected learning outcomes.	understand the rules of hockey and begin to officiate correctly. Attack/outwitting an opponents To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.	
	Super curriculum	England Hockey	
	Hockey year 8		

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	Pupils will: Further develop the ability to outwit opponents and teams using strategies for attack. Pupils will learn to combine and replicate developed hockey skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. Pupils will be encouraged to devise new strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations within a game. This decision making process should influence movement of the ball into different areas of the field using a variety of core skills. Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Highlight the long term health benefits gained from taking part in Hockey based activities. Suggest any Hockey clubs within the school timetable and promote community links. To understand the skill related fitness	Dribbling & movement with the ball To accurately replicate an effective dribbling technique. To be able to dribble the ball with control, changes of speed and direction. To be able to perform these skills fluently in a small sided game with the intention of outwitting the opposition. To demonstrate a confident knowledge of hockey rules. Passing & reverse stop To be able to perform an effective pass & receive the ball with control. To develop the use of push + hit pass within game under pressure. To experiment with reverse stop and recognise the disadvantage of playing to the weak side. To evaluate pupil's strengths and suggest ways teams might best attack. Creation of space/attacking principles To understand the need to create space and move the ball into wide areas. To develop the ability to outwit opponents using passing and receiving in attacking strategies. To perform skills in a small sided game making decisions about how best to advance on opposition. Defending/jab tackle To accurately replicate jab tackle technique in isolation and under pressure in a game. To understand when to use the jab tackle in a game. To understand the rules of hockey and begin to officiate correctly. Shooting	All pupils will: Show some tactical awareness and can rush skill execution when responding to opponent's pressure. Recognise a need for speedy decision making when faced with an opposition with limited success. Notices errors after possession is lost. Recognise and explain the importance of getting ready for games and follow a basic set of rules. Usually plays a basic role in a team. Use core techniques in a low pressured situation and will show basic control and passing ability. Is aware of weaknesses and can compare performances.
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	components that hockey players need to perform at a high level. Develop ability to complete physical warm ups based around hockey to help develop pupil's physical capacity. Pupils will be encouraged to evaluate games and ask questions about the effectiveness of these tactics. To further develop an understanding of rules and terminology used for hockey. To develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils. Pupils will further develop the fundamental principles of play when replicating core skills and movement needed including; passing, receiving, dribbling, shooting. Technique will be further tested through its use in small sided games and conditional situations and assessed against expected learning outcomes.	To perform an effective hit and push shot developing accuracy and control. To understand various strategies for shooting to produce a successful outcome. To be able to evaluate team strategies and individual strengths & weaknesses. Outwitting an opponent/Teamwork To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to demonstrate their knowledge and understanding of the rules in hockey + officiating. To evaluate & suggest how to improve team performance.	
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	Super curriculum	England Hockey Beat Defenders Easily With The Right Foot V Drag (fieldhockeyperformance.com)	
	Hockey year 9 Pupils will work on the ability to outwit opponents with varying degrees of pressure. Pupils will learn to combine and perform more advanced hockey skills consistently with a greater accuracy and tempo. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently. Pupils will be encouraged to devise strategies to beat and outwit opponents. This should include information about weight of pass and judgment of defenders positioning. Pupils should be able to recognise the importance of responding to changing situations within a game. Opportunities to referee and lead small groups will develop communication and decision making skills. Highlight hockey based fitness and the necessary components of fitness needed. <i>i.e. coordination, agility & speed.</i> Highlight the	Fundamentals-dribbling/passing/receiving To demonstrate effective and efficient passing and receiving. To accurately replicate strong and weak side dribbling. To be able to dribble the ball with fluency, control and speed in a small sided game with the intention of outwitting opponents. Use of space/attacking principles To understand and demonstrate the ability to beat defensive players. To use information gained on opponents to influence play and tactical ideas. To evaluate players strengths and suggest ways teams might best attack/defend. Defending/tackling To accurately replicate tackling techniques to dispossess opposition. To understand when to use the appropriate tackling technique in a game. To understand what makes a good tackle and/or defending strategy. Shooting/set plays To develop and demonstrate set plays. To explore, plan & implement tactics and strategies from restarts/set plays. To perform an effective hit and push shot incorporating strategies for shooting to produce a successful	All pupils will: Use simple techniques in situations with limited pressure and will attempt passing and shot variations. Recognise a need for strategies and creative thinking and can add to a group discussion. Show knowledge of a set play and recognise why these are used. Play a limited role in the execution of such movements. Play the games, replicating a sound range of specific techniques consistently and effectively with reasonable speed and precision.

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	possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Physical warm ups aid as a useful fitness tool in developing pupils physical capacity. To further develop a more detailed understanding of hockey rules during competitive game situations. Challenge pupil's mental capacity through development of effective tactics. To develop the ability to make effective evaluations of strengths and weaknesses in performance. Provide opportunities for pupils to self-assess own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. Pupils will replicate shots with a developing control and accuracy. Dribbling, shooting, passing and receiving will be developed through game play and conditional situations. Techniques will be	outcome. Analyse performance and adapt strategies within a game. Positioning/formations To demonstrate the ability to adapt from attacking to defensive roles when necessary. To evaluate how to develop and improve own particular role within a game. To understand the basic positions in hockey + associated roles. To understand the fitness needs of hockey players. Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to demonstrate their knowledge and understanding of the rules. To demonstrate the ability to evaluate performances and suggest ways to improve.	
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	further tested through its use in small sided games and assessed against expected learning outcomes.		
	Super curriculum	Tactics & Formations Hockey Training	
	Gymnastics year 7 To apply travel movements, rotational elements and balances individually and as part of a fluent sequence. Pupils will learn to select, combine and perform skills; actions and balances including some that are inverted. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance and accurate replication. Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms and body tension. Understand how sequences are aesthetically improved and allow for pupils to suggest, trial and refine ideas. Highlight the benefits of gymnastics based movements to flexibility and general suppleness. Understand the importance of safety are how performances are improved when a	Locomotion – Partner work To be able to perform the basic movement skills including jumps and basic rolls. To improve pupils ability to travel and jump effectively using a variety of techniques. To be able to perform these movements in a small sequence. To understand health and safety aspects of gymnastics. Transference of Weight – Partner work To understand the need for body tension when replicating movements. To be able to perform skills in a small sequence + make decisions about how to improve. Pupils explore ways of rotating including forwards, backwards & cart wheels. Understand the principle of accelerating and slowing down rotation. Balance – Individual/Partner work Refine basic balances on different body parts, including support of hand and/or head stands. To understand the importance of aesthetics and fluency in routines. To develop how to recognise good performance in simple gymnastics routines and suggest reasons for this. Balance – Partner & Group work	All pupils will: Be assessed using the 'Creative' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use basic body movements with reasonable timing at a slow speed. Coordination and body management skills are evident for parts of a larger sequence. Understand the need to working effectively with others to produce effective outcomes. Often will take a back seat in a group and follow instructions from others. Show a basic ability to combine movement patterns together regularly repeating these throughout a sequence. Often

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	warm up is carried out properly. To Identify where pupils can get involved in gymnastics and promote community links to clubs. Develop ability to perform sustained physical movements as part of a warm up. Use of images and task cards to develop skills and techniques. Understand the physics of balance and centre of mass/gravity. To develop knowledge on how to improve personal fitness through gymnastics. Targeted questioning will focus on the development process of gymnastic core skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of computing to observe and improve the performance of self and others. Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. Accurate	To accurately replicate partner/group balances. Understand the principle of centre of mass and associated changes. To develop their understanding and knowledge of body tension and fitness. How to recognize good performance in developing gymnastics routines. Balance – Development of group balances To develop partnered balances using the concepts developed. To replicate balances using counter balance/tension to maintain stability. To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. Final routine To improve pupils appreciation of performance and ways of improving. Create simple routines for individual and partner work. Link skills to create simple routines for assessment of own and others work.	follows others lead offering limited creativity. Demonstrate a basic number of movements with reasonable control and aesthetics within a group sequence. Confidence and consistent replication is evident in small groups.
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	replication of skills showing control and fluency will be assessed.		
	Super curriculum	Gymnastics - BBC Sport	
	Gymnastics year 8 Pupils should be able to accurately replicate basic balance, rotation and flight based movements. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne. To apply travel movements, rotational moves and balances individually and as part of a fluent sequence. Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms to create time in the air. Understand how sequences are aesthetically improved and allow for pupils to suggest, trial and refine ideas. Highlight the benefits of gymnastics based movements to improve flexibility, suppleness and coordination. Understand how performances are made safe when preparation is carried out before exercise. To identify where pupils can get involved in gymnastics and promote community links to clubs.	Recap rotation & jumps To be able to perform the replicate rotational movement skills. To improve pupil's ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cart wheels. To be able to perform these movements in a small sequence. To develop pupils confidence in delivering safe stretching exercises. Recap balance – Individual/Partner work To perform individual balances demonstrating control and body extension. To understand the need for good body tension when replicating movements. To be able to perform the partner balances showing an understanding about counter balance and tension. To be able to perform skills in a small sequence showing creativity. Intro to basic vaulting To be able to accurately replicate basic vaults i.e. Ariel shapes off springboard. To understand the importance of aesthetics during movements. To know and be able to describe the approach-take off-flight-landing phases of a jump. To be able to move safely and under control from the springboard onto matting. Vaulting - low level apparatus	All pupils will: Be assessed using the 'Creative' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use basic movements with reasonable timing. Applies basic safety principles and shows control over own body when stationary. Struggles with dynamic movements Can see the difference between their performances and others and use this knowledge to improve. Show a basic ability to combine movement patterns together regularly repeating these throughout a larger group sequence. Perform basic flight movements on the floor or over low level apparatus. Shows some control but can lack fluency.

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	To develop physical capacity through gymnastic movements. Use of images/task cards to stimulate mental capacity in developing core skills and techniques. Understand the physics of balance and rotation. To develop knowledge on how to improve personal fitness through gymnastics. Pupils will develop the core skills necessary to develop fluent flight based routines. Students should be able to link individual skills as part of a group sequences both on the floor and using low/high apparatus. Pupil's ability to combine and perform actions together will be assessed against learning outcomes. Targeted questioning will focus on the development process of gymnastic flight skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of computing to improve peer & self assessment skills.	To be able to perform basic vaults with use of apparatus i.e. straddle & through vault. To develop their understanding and knowledge of body extension and aesthetics. To compose high quality sequences using flight, rotation & balance. To understand how to safely mount and dismount apparatus using the correct landing technique. Vaulting – apparatus To develop weight bearing vaults using flight. To replicate movements over apparatus demonstrating an understanding of support and rotation. Perform vaulting activities at their own differentiated levels. Performing controlled body shapes and fwds/bwds roles and building to hand springs. Routine Development Link skills to create simple routines for assessment of own and others work. To accurately replicate vaulting techniques over differentiated apparatus. To improve pupils appreciation of performance and ways of improving.	
		Best Balance Exercises for Gymnasts (gymnasticsdirect.com.au)	
Gymnastics year 9	Pupils should be able to accurately replicate basic balance, rotation and	Recap rotation & jumps To be able to perform the replicate rotational movement skills. To improve pupil's ability to travel and jump effectively using a variety of	All pupils will: Be assessed using the 'Creative' strand of the assessment ladder

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	flight based movements. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne. To apply travel movements, rotational moves and balances individually and as part of a fluent sequence. To develop physical capacity through gymnastic movements. Use of images/task cards to stimulate mental capacity in developing core skills and techniques. Understand the physics of balance and rotation. To develop knowledge on how to improve personal fitness through gymnastics. Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms to create time in the air. Understand how sequences are aesthetically improved and allow for pupils to suggest, trial and refine ideas. Highlight the benefits of gymnastics based movements to improve flexibility, suppleness and coordination. Understand how performances are made safe when preparation is carried out before exercise. To Identify where pupils	techniques including forwards, backwards rolls & cart wheels. To be able to perform these movements in a small sequence. To develop pupils confidence in delivering safe stretching exercises. Recap balance – Individual/Partner work To perform individual balances demonstrating control and body extension. To understand the need for good body tension when replicating movements. To be able to perform the partner balances showing an understanding about counter balance and tension. To be able to perform skills in a small sequence showing creativity. Intro to basic vaulting To be able to accurately replicate basic vaults i.e. Ariel shapes off springboard. To understand the importance of aesthetics during movements. To know and be able to describe the approach-take off-flight-landing phases of a jump. To be able to move safely and under control from the springboard onto matting. Vaulting - low level apparatus To be able to perform basic vaults with use of apparatus i.e. straddle & through vault. To develop their understanding and knowledge of body extension and aesthetics. To compose high quality sequences using flight, rotation & balance. To understand how to safely mount and dismount apparatus using the correct landing technique.	Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use basic movements with reasonable timing. Applies basic safety principles and shows control over own body when stationary. Struggles with dynamic movements. Can see the difference between their performances and others and use this knowledge to improve. Show a basic ability to combine movement patterns together regularly repeating these throughout a larger group sequence. Perform basic flight movements on the floor or over low level apparatus. Shows some control but can lack fluency.
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	can get involved in gymnastics and promote community links to clubs. Pupils will develop the core skills necessary to develop fluent flight based routines. Students should be able to link individual skills as part of a group sequences both on the floor and using low/high apparatus. Pupil’s ability to combine and perform actions together will be assessed against learning outcomes. Targeted questioning will focus on the development process of gymnastic flight skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of computing to improve peer & self assessment skills.	Vaulting – apparatus To develop weight bearing vaults using flight. To replicate movements over apparatus demonstrating an understanding of support and rotation. Perform vaulting activities at their own differentiated levels. Performing controlled body shapes and fwds/bwds roles and building to hand springs. Routine Development Link skills to create simple routines for assessment of own and others work. To accurately replicate vaulting techniques over differentiated apparatus. To improve pupils appreciation of performance and ways of improving.	
Super curriculum	9 Basic Gymnastics Skills You Should Master (gymnasticshq.com)		
Cricket year 7	Ball familiarisation/catching To accurately replicate a basic throwing and receiving technique. To take part in conditioned games showing an understanding of basic tactics. To develop understanding the laws of cricket. To begin to think about outwitting opponents with the placement of the ball.	All pupils will: Be assessed using the 'Personal' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme.	

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	producing an improved performance. Pupils should be able to recognise the importance of responding to changing situations. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Highlight the possible health benefits gained from taking part in Cricket activities and discuss the need to stay healthy and active. Suggest any cricket clubs within the school timetable and promote community links. To understand the type of fitness cricket players need to perform at a high level. <i>i.e. coordination, reaction time.</i> Develop the ability to perform sustained physical movements as part of a warm up and games situations. Use cricket to develop mental capacity through scoring and calculating run rates, remaining runs and other simple mathematical calculations. To extend knowledge of cricket laws and umpire signals.	Fielding To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. To begin to outwit opponents with the use of bating skills. To confidently score a kwik cricket game. Bowling To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries. To play conditioned game understanding rules and tactics. To incorporate bowling, batting, fielding into small sided games of Cricket. Batting To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. To develop the ability to adjust shot selection based on field positioning. To develop knowledge of when to play drive. Game situations/basic strategies To perform and replicate a combination of skills to outwit opponents in a match situation. To understand basic tactics to outwit batsmen & fielders respectively. To understand all rules of a full cricket game.	Replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls (underarm) with control. Catches with varying success and throws the ball back with moderate aim. 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. 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. : Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence and replication is evident in low pressure situations. Begin to understand importance of strategy and tactics when attacking
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	Pupils will learn to use basic principles of play to work towards successful outcomes. Pupils will develop the skills necessary to compete in competitive games. Batting, bowling and fielding will be developed through games and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. To understand the concept of striking and fielding games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.	Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using a range of core skills and techniques. To demonstrate a variety of tactics as a bowler and batter. To identify strengths and weaknesses when playing & adapt strategies where necessary.	
Super curriculum		England and Wales Cricket Board (ECB) - The Official Website of the ECB Home Kent Cricket	
Cricket year 8	Pupils will identify different areas of the field and be able to place the ball between these areas using a	Fielding practice To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents	All pupils will:

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	variety of techniques. Pupils will develop an understanding of how to outwit opponents using strategies and tactics during game play. Continual development and adaptation of skills will contribute to producing an improved performance. Pupils will be encouraged to devise new strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations within a game. This decision making process should influence movement of the ball into different areas of the field using a variety of core skills. Suggest any cricket clubs within the school timetable and promote community links. Highlight badminton based fitness and the necessary components of fitness needed. <i>i.e. coordination, timing & agility</i>. Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Develop the ability to perform intense physical activity in the form of cricket games. To develop a more	with the placement of the ball. To develop a deeper understanding the laws and terminology of cricket. Batting-drive shot To develop the basic stance and use the correctly perform the drive shot technique. To develop knowledge of movement, timing and preparation for an effective batting shot execution. To begin to analyse peers batting technique & suggest ways to improve. Batting- pull shot To understand & accurately replicate the correct pull shot technique. To attempt to use the pull shot in a competitive environment. To Introduce the need for “backing up” in the field during game situation. To further develop the ability to adjust shot direction in order to outwit fielders. To understand basic umpire signals & meaning. Bowling-run up development To be able to accurately replicate full over arm bowling technique. To incorporate a small run up & understand the impact it has on bowling speed/power. To understand the rules & infringement related to bowling deliveries. To incorporate full bowling into small sided games of cricket. Batting calls/basic field placement. To understand the need for basic communication skills and appropriate batting	Be assessed using the 'Personal' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Show some tactical awareness and can rush skill execution when responding to a bowled ball. Use basic techniques in a modified situation and will mainly hit to the onside with a majority of shots. Recognise a need for speedy decision making but has limited success. Uses a few core skills and notices errors after the ball has been hit. Begin to understand importance of body preparation and its relationship to a good connection/ball placement Recognise and understands basic cricket rules during conditioned games. Scoring is usually correct and will play a designated role in a team.
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	detailed understanding of terminology, rules and umpire signals during a competitive game situation. Challenge pupil's mental capacity through reflective learning and refinement of tactics. To understand the concept of net games and make effective evaluations of strengths and weaknesses in performance. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; Batting, bowling and fielding. Pupils will be expected perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.	calls. To develop the ability to adjust shot direction based on field positioning. To develop the use of tactics to outwit batsmen & fielders respectively. Outwitting Opponents in a competitive game situation To demonstrate tactical knowledge based on the placement of the ball in relation to fielders. To develop knowledge and understanding of the laws of cricket through a full game.	Use a few isolated core skills when the ball is aimed towards them. This is usually in a low pressured situation. Shots are played mostly to the onside which can make it easy for fielders to prepare for.
	Super curriculum	England and Wales Cricket Board (ECB) - The Official Website of the ECB Home Kent Cricket	

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	Cricket year 9 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. 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. Highlight cricket based fitness and the necessary components of fitness needed. <i>i.e. coordination, reaction time & speed.</i> Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life.	Fielding fundamentals To make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full range fielding techniques in response to a competitive environment. To recognise and use the laws of cricket and officiate correctly. Batting-defensive shots To understand and correctly perform a batting defensive shot. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. To understand some components of fitness important to cricket players. Batting- cut To understand & accurately replicate the cut technique. To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled. To develop communication & teamwork skills as a batting pair during game situation. To encourage quick decision making in order to outwit fielders or a batsman. Bowling-spin/pace To incorporate disguise into bowling technique with the addition of spin or pace. To understand how spin is created and the effect it will have on the balls bounce. To recognise that run up speed will impact the bowling power/swing on delivery. To understand the	All pupils will: Be assessed using the 'Personal' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use simple techniques in situations with limited pressure and will attempt more advanced variations. Preparation for these shots can lack fluency which can make it difficult to play deliberate shots in intended areas. Recognise a need for strategies and creative thinking and can add to a group discussion. Often notices errors after shots are played and adjusts accordingly. Take part in competitive games, replicating a number of core skills with some effectiveness. Usually reacts late to the ball delivery with the ball often hitting the bat uncontrollably. Evaluate performances of self and others using correct terminology. Will state the differences between performances and can highlight
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	Physical warm ups aid as a useful fitness tool in developing pupils physical capacity. To 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. To develop the ability to make effective evaluations of strengths and weaknesses in performance. Provide opportunities for pupils to self-assess own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. 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.	rules & infringements related to bowling deliveries. Wicket keeping To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching. To replicate a combination of skills to outwit opponents in a match situation. To develop knowledge of fielding positions and correct terminology. To encourage the use of leadership & communication in all game roles. Competitive game situations To develop the knowledge of movement and timing needed to produce an effective batting execution. To demonstrate knowledge and understanding of cricket laws.	core skills that are strengths and those that could be improved.
	Super curriculum	England and Wales Cricket Board (ECB) - The Official Website of the ECB Home Kent Cricket	
	Year 7 Athletics		

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	Pupil will: Be introduced to basic athletic skills and develop an accurate replication. Pupils will develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students should be able to describe the elements of an effective running, jumping & throwing style. develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner. prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical	Introduce running style (100/200/400m) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races Introduce pace running – 800m To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races. Jumping- long jump To accurately replicate the technique for an effective long jump. To perform and record distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events. Throwing – shot putt To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events.	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Demonstrates an accurate replication of running, jumping and throwing techniques across different disciplines. Will copy perform the necessary skills but will fatigue easily. Use basic body movements with reasonable timing just with a reduced speed. Coordination and body management skills are evident for simple movements. <i>i.e. jumping, running, throwing.</i> Show a basic ability with simple personal targets. These will reflective a developmental physical literacy stage and will find sustained running, jumping and throwing a challenge. Show an understanding of the rules for each event and the underlining principles. Can warm up safely with
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	warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the physics of speed, linear motion, angles and drag. develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed. gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in own and others' performance. Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modeling, digital stills & video recordings.	Throwing - javelin To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw. Hurdles To perform the event and record time achieved. To accurately replicate an effective hurdling technique. To understand and appreciate the need to make decisions about refinement of technique to maintain speed throughout.	guidance. Can comment on some of the factors which make an effective performance and will follow a warm up safely.
	Super curriculum	Home - England Athletics	
	Year 8 Athletics		

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Pupil will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style. Be given opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner. prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical	Sprint running technique (100/200/400m) To accurately replicate sprinting technique. To adjust body movements to create more drive/speed/power. To understand components of fitness involved in short distance races. To adhere to running rules in all track events Middle distance running – 800m To accurately replicate basic technique for an effective 800m race. To understand the need to pace the race in order to sustain 2 laps. To develop components of fitness involved in 800m. To evaluate performance of self and others and suggest ways technique may be improved. Jumping - high jump To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump. Throwing – shot putt To perform and accurately replicate the technique for an effective shot putt. To record distance achieved in relation to previous best and peers. To understand the rules regarding throwing and ball landing. To develop an understanding of the why some pupils throw further.	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all disciplines. Paces themselves to meet targets they have set. These will reflective a developing physical literacy and will find sustained physical exercise a challenge. Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels Able to compare own and others work and can state the differences. Use this information to attempt to improve own performance.
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	warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed. Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve their own technique.	Throwing - javelin To perform and accurately replicate the technique for an effective javelin. To record distance achieved in relation to previous best and peers. To understand the rules regarding the throw and landing. To understand factors that may affect the throwing of the javelin. Relay To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs	
	Super curriculum	Home - England Athletics	

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	How to build aerobic fitness PERFORMANCE World Athletics	
Year 9 Athletics Pupil will: Develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style. Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements	Sprint running technique (100/200/400m/relays) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle. Middle distance running – 800m To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self performance against previous bests. Jumping - triple jump To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events and the meaning of ‘plyometrics training’. Throwing – shot putt To perform and accurately replicate the shuffle technique for shot putt. To record distance	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all athletic disciplines but will find sustained physical activity a challenge. Lead a partner through basic warm up exercises and simple versions of athletic techniques but can lack confidence and clarity of communication. Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.

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	of an effective running, jumping & throwing style. continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed. Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances. Pupils will gain knowledge of the nature of athletic activities and	achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique and begin to refine individual elements. Throwing - javelin To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw. Jumping - High jump To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To understand the components of fitness involved in high jump.	Recognise a need for strategies and creative thinking and can add to a group discussion.
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	make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve techniques. (Peer coaching)		
Super Curriculum	Home - England Athletics		
Year 7 Tennis			
Pupils will; Use range of basic core skills with accuracy & consistency to outwit opponents. Pupils will identify different areas of the court and be able to place the ball to opposition's weaknesses. Refinement of the fundamental skills will contribute to producing an improved performance. Develop physical capacity through tennis movements. To develop an	Racket & Ball familiarisation To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. Forehand To accurately replicate the basic technique for a forehand. To begin to think about outwitting opponents with the movement of the ball. To demonstrate an understanding of basic tennis rules.	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Demonstrate small movements to meet the ball at the point of bounce. Limited footwork can	

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	improved mental capacity by understanding how topspin and slice will effective the balls bounce. Further mental capacity improving understanding of the basic rules and questioning of game concepts. Replicate shots with control and fluency. Serves, forehand, backhand (topspin and slice), shots with varied height and depth will be developed through game play and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. Be able to recognise the importance of responding to changing situations within the game both in attack and defence. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of angles and depth. To develop communication and decision making skills as a doubles pairing. Understand the type of fitness components that tennis players need to perform at a high level. <i>i.e. coordination and speed</i>. Highlight the possible health benefits gained	Outwitting opponents To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas. Backhand To accurately replicate the basic technique for a backhand. To understand the importance of movement and preparation for an effective backhand shot. To be able to use the backhand and forehand strokes to return a ball accurately in a rally. To be able to score games accurately. Basic serves To perform and replicate a legal tennis serve with control and timing. To understand service laws in tennis. To be able to develop cooperative and competitive rallies starting with an overhead or underarm serve. To be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics. Outwitting Opponents in competitive games To develop the skill of outwitting an opponent using a combination of shots. To identify strengths and weaknesses when playing & adapt strategies where necessary. To	restrict shot selection to a preferred side only. Physical literacy is developing. Use basic techniques in a controlled situation and will use a preferred skill for a majority of all shots. Perform these skills at a slower speed and will show intent but lack skill execution. Use basic game strategy effectively and will react to opponent's shots in a competitive game. Confidence, accuracy and consistent replication is evident in low pressure situations. Demonstrate a basic knowledge of game rules and recognises errors during a game.
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	from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Suggest any clubs available either at school or in the local community. Be able to understand the concept of a net game and make effective evaluations of strengths and weaknesses. Pupils will develop a capacity to self-assess with the aid of video analysis. Performance will aid development of observation skills and form a stimulus from which strategies for improvement can be suggested.	demonstrate a variety of tactics based on the movements of others.	
Super curriculum		The Official Home of Tennis For Britain LTA How to Hit a Backhand in Tennis Tennis Backhand Tips USTA.com	
Year 8 Tennis	Further refinement of the fundamental tennis skills will contribute to producing an improved performance and outwit opposition more frequently. Pupils will identify different areas of the court and be able to place the ball to opposition's weaknesses. Angles and varying depth of shot is used to pupil's advantage and enables control of rallies.	Basic ground strokes To be able to demonstrate & use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots. To understand the basic scoring and rules of a double game play. To develop strategic and tactical play during a rally. Serve development To perform and replicate a legal over arm tennis serve with control and timing. To	All pupils will: Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Use a few isolated core skills when the ball is hit towards them. Shots

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	Further develop physical capacity through tennis core skills and associated drills. To develop an improved mental capacity by understanding how spin and slice will effective the balls bounce. Mental capacity will be challenge through improvements in knowledge of game rules and recall of specific terminology. Pupils will continue to accurately replicate shots with control and purpose. Serves, forehand & backhand (topspin & slice), volleys and drop shots will be developed through game play and conditional situations. Technique will be applied through small sided games and assessed against expected learning outcomes. Pupils should be ready to respond to a changing environment and adapt thought process as a result. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of spin & skill execution. To develop	understand service laws in tennis. To demonstrate effective positioning for and execution of return of serve. To be able to implement variety of shots in a game implementing basic strategies and tactics. Backhand slice To accurately replicate the technique for a backhand slice. To understand the effect slice has on the balls flight & bounce. To refine & adjust shot selection based on opponents positioning. To be able to use the backhand slice during a game rally. Volley To accurately replicate volley technique with accuracy & control. To understand when to use a volley and the advantages it provides. To understand how games and sets are scored. To demonstrate an understanding of the different roles played within a doubles game. Outwitting opponents To understand the importance of ball placement on the court to win points. To demonstrate an understanding of tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas. Outwitting Opponents in competitive games To develop the skill of outwitting an opponent using a combination of shots. To identify strengths and weaknesses when playing &	are successful under low pressured situation. Shot replication tends to result in high looping shots over the net which can make it easy to return. Show some tactical awareness but can rush skill execution when responding to opponent's pressure. Use basic techniques in a controlled situation and will mainly use one shot to play a majority of rallies. Recognise and use adapted versions of tennis rules during conditioned games. Scoring is usually correct and can play cooperatively with others. Able to compare own and others work and can state the differences. Use this information to attempt to improve own performance.
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	communication and decision making skills as a pair. Understand the type of fitness components that tennis players need to perform at a high level. <i>i.e. coordination, reaction time, agility and speed.</i> Highlight the possible health benefits gained from taking part in physically demanding activities and discuss the need to stay healthy and active throughout life. Suggest any clubs available either at school or in the community. Pupils should begin to compare own performance to that of previous units of work and make effective evaluations of strengths and weaknesses. Pupils will develop a capacity to self-assess with the aid of video analysis. Development of analytical skills using the correct terminology to describe findings	adapt strategies where necessary. To demonstrate a variety of tactics based on the movements of others.	
Super Curriculum		Tennis Strategy and Tactics - Smart Players Win More Matches (tennisnation.com)	
Year 9 Tennis	Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics.	Ground strokes/ Outwitting opponents	All pupils will:

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	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 quality performances and accurate replication will be assessed. Pupils should be able to recognise the importance of responding to	To confidently outwit opponents using learnt strokes and techniques. To be able to demonstrate & use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots. To begin to develop coaching ideas & suggest ways to improve peer performance. Topspin To accurately replicate the technique for a forehand/ backhand topspin. To understand the effect topspin has on the balls flight & bounce. To refine & adjust shot selection based on opponents positioning. To be able to use the topspin shots during a game rally. Service development To accurately replicate an over arm tennis serve increasing power and placement. To develop decision making skills in the direction of the serve to exploit an opponent's weakness. To understand the difference in a 1st and 2nd serve and the reasons for this. Lob/smash To accurately replicate lob & smash technique. To understand when to use a lob and the advantages it provides. To be able to apply the lob & smash in a competitive game. To encourage creative thinking in strategy development during rallies. Drop shot	Be assessed using the 'Physical' strand of the assessment ladder Using a bet fit model, students will be given a grade at each half term based on an allocated assessment theme. Notice areas of an opposition's game which is strong but is unable to regularly exploit weaknesses due to a need for improved fundamentals. Uses basic tactics in competitive games. Use simple techniques in situations with limited pressure and will attempt passing and shot variations. Understands basic tennis rules for competitive games. Scoring is usually correct. Teamwork is evident but not always successful as a doubles pairing. Recognise a need for strategies and creative thinking and can add to a group discussion.
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	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>i.e. coordination, reaction time, agility and speed.</i> 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.	To accurately replicate the technique for a drop shot. To develop disguise on shot execution to outwit opposition. To understand when to use the drop shot in a competitive rally and how it makes your play less predictable. To be able to incorporate the drop shot to a competitive game. Outwitting Opponents in competitive games To demonstrate a variety of tactics based on the movements of others using a combination of shots. To identify strengths and weaknesses when playing & adapt strategies where necessary.	
Super Curriculum		How To Hit A Basic Tennis Serve with Venus Williams (youtube.com)	

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