

Half term	Week 1 (4th Sep)		Week 2 (11th Sep)		Week 3 (18th Sep)		Week 4 (25th Sep)		Week 5 (2nd Oct)		Week 6 (9th Oct)		Week 7 (16th Oct)		Week 8 (23rd Oct)	
1	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
	Baseline testing	Baseline testing	Baseline testing/indoor athletics	Football	Gymnastics	Football	Gymnastics	Football	Gymnastics	Football	Gymnastics	Football	Gymnastics	Football	Gymnastics assessment	Football
	Focus: Aerobic endurance test- MSF test, Muscular endurance test- 1 min sit up/1 min press up.	Focus: Aerobic test- 12-minute cooper test Muscular endurance- 1 min plank test.	Focus: Students take part in a range of indoor athletics events (e.g. sprints, standing long jump, speed bounce, indoor javelin, ball throw). Students scores to be recorded and analyzed each year.	Focus: Side foot passing/receiving- Sill development-5m passing in pairs, progress to 2v1 in 5m channels (differentiate smaller/bigger squares). Modified game= 5 passes= 1 goal	Focus: Individual balances Warm up- experiment on equipment (body parts shouted out, create balance using this- link to point balances)- individual balance task sheet practice- progress into routine, peer/self-assess ment	Focus: Passing- Skill development- experiment different passes (laces, side foot, lofted). Progress to 3v3 in channels (score by receiving a pass in the end zone. Modified game- 5v5 games (3 passes before shooting)	Focus: Paired balances- follow the leader warm up balance on whistle. Paired balance resource practice with peer, progress to peer routines, self/peer assessment	Focus: Dribbling Warm up- dribble round the outside of pitch, on whistle dribble fast maintaining control. Skill development- coned relays ensuring controlled touches of the ball. Modified game- channel coned out on width of the pitches, if students enter this area with the ball they can't be tackled (enables fast dribbling of the ball)	Focus: Group balances Warm up- Follow the leader (groups of 3+). Progress to group resource practice time. Lead into group routine practice.	Focus: Turns Warm up- each student has a ball and dribbles around the area, on whistle students demonstrate a turn into a different direction. Skill development- relay style activity in which students practice each turn (stop turn, outside of the foot turn, inside foot turn, Cruyff turn) Modified game- Gates on pitch marked with cones- students receive points for dribbling through a gate, turning and going back through the same gate.	Focus: Vaulting Skill development- students to attempt to replicate teacher demonstrated vaults (straight jump, straddle, pike, tuck, 180, 360).	Focus: Shooting Skill development- demo inside of the foot shooting, Practice from varying distances (one set, one shoots, one goalkeeper, one retrieves), cones in the corners, higher points for accurate shots. Progress to laces shooting technique). Modified game- 5v5, 2 goals awarded for shots using side foot/laces that go in the bottom corners (between cones)	Focus: Vaulting routines Warm up- recap basic vaults, students given 5 minutes to show each. Progress to creating a routine which includes 4 different vaults, 4 methods of travel, 4 balances.	Focus: Positioning warm up- students in 4 teams- each team has a quarter of the pitch. One team starts 'in the middle' and sends 2 players to chase down the ball. other 3 teams have to pass the ball 5 times without it being touched- if complete they pass to one of the other three teams (team in middle would send 2 other players to chase down) if a team fails to make 5, they move to the middle Modified game- Students are given a position (D,M,A) and have to stick to coned 1/3 of the pitch correct to position, move into the wrong area= free kick. Progress to vertical lines to represent LB/LM/CB/CM/RB/RM)	Focus: Routine performances with peer/self-assess ment Students are given 30 minutes to create a final routine (paired, individual or group). Needs to include various methods of travel, different point balances and different vaults) Peer/self-assess ment	Focus: Defending//tac kling Warm up- 1v1 attacking players try to beat the defender to place the ball on the opposite line. swap roles each time. Skill development- Gauntlet, tackling technique demoed to students (side on, low position, direct the attacker) then students attempt to run the gauntlet- 3 defenders on separate lines within a channel- attackers awarded points for beating defender- defender awarded points for stopping attacker Game situation- highlight students demonstrating correct tackling technique/posi tioning
Y8/9 progressions	Record/compare scores to previous years	Record/compare scores to previous years	Record/compare scores to previous years	Make area smaller to increase difficulty	Increase complexity of individual balances/methods of travel	Increase distances/progress to more complex passes (lofted/drive/outside of foot)/use of weaker foot	Increase complexity of paired balances/methods of travel	Space cones closer to increase difficulty. Encourage increase in speed	Increase complexity of group balances/methods of travel	Students should be progressing to using more complex turns- especially in game situations	Increase complexity of vaults completed successfully- introduction of flips/hand/head spring	Increase distances. Incorporate defenders into practice situations. Use of weaker foot	Increase complexity of vaults completed successfully- introduction of flips/hand/head spring	Increase complexity of activity (defenders allowed in 2/3rds excluding attacking 3rd- midfielders anywhere, attackers final 2/3rds	Increase complexity of balances/travel	Smaller area to increase difficulty. Encourage students to direct attackers' path with body shape
Retrieval	Discover scores from previous attempts	Discover scores from previous attempts	Discover scores from previous attempts	Discuss main rules/knowledge	Discover scores from previous attempts	Recap side foot passing technique. Demonstrate in warm ups	Recap control/tension/extension	Recap different passing techniques. Demonstrate in warm ups	Recap methods of travel	Recap tips for dribbling control	Recap different vaults and knowledge of each (Y8/9)	Recap different turns, apply to warm up)	Recap different vaults and criteria for successful vault landings	Recap tips for shooting technique	Recap tips for a higher-level gymnastics routine/what needs to be included	Recap positioning/offside
Competency link	Fitness 9/10	Fitness 9/10	Fitness 9/10	Football 2 (8/9/10)	Gymnastics 1 (6/7/9/10)	Football 2 (8/9/10)	Gymnastics 2 (6/8/9/10)	Football 1 (8/9/10)	Gymnastics 3 (6/8/9/10)	Football 1 (8/9/10)	Gymnastics 5 (6/8/9/10)	Football 4 (8/9/10)	Gymnastics 5 (6/8/9/10)	Football 6 (8/9/10)	Gymnastics (1-10)	Football 3 (8/9/10)

	Week 1 (6th Nov)		Week 2 (13th Nov)		Week 3 (20th Nov)		Week 4 (27th Nov)		Week 5 (4th Dec)		Week 6 (11th Dec)		Week 7 (18th Dec)	
	Indoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
	Basketball	Football	Basketball	Football assessment	Basketball	Rugby	Basketball	Rugby	Basketball	Rugby	Basketball	Rugby	Basketball assessment	Rugby
	Focus: Ball familiarization Warm up-in pairs students dribble around court, on whistle students pass to partner to continue (must stay away from partner until whistle) Skill development-relays (dribble to end- ball around back 5 times, bounced between legs next time, final time= pivot at end and pass to next person Modified game- Bench ball, no dribbling the ball	Focus: Attacking principles 4v2 attack end line Condition – Channel Game or Defence vs Attack – Uneven Numbers Teaching points Always at pace, with support, use width, Move the ball quickly, limit touches	Focus: Ball familiarization/Pas sing Handling skills. (Move ball around back, head, legs, figure of 8). Catching ball from partner. Basic dribbling + movement around court in pairs passing + receiving, must pivot when got the ball. 3s/4s in grids. Pass and move to the empty corner. How many passes in a given time. Use different passes based on what situation you are faced with. Teaching points: Chest/bounce/ov erhead. Chest to chest. Intro basic rules and play – Benchball. Develop into 3 man weave then conditioned basketball game – 3 passes before you can score	Focus: Implementation of learnt skills Game situation focusing on passing/shooting/ tackling technique. Also assessing students’ ability to play in certain positions without getting drawn to the ball. Discuss teaching points: waist height dribble, use fingertips, head up. Always turn into space. Progress to dribbling relays in pairs. Progress to in and out of cones. Work on pivoting and turn quickly to outwit opponents. Pairs; A’s dribble around space with B’s following. On whistle -A’s sprint for 3 seconds away. B’s must catch. Condition on game – 3 bounces only. Use in a positive direction i.e., towards the basket.	Focus: Dribbling/Pivot Paired strength challenges. Press up position-take partners hands away & touch knees game. First to 5 points. Ball familiarization and ball handling skills. Pairs; run out place ball on line (i.e., how to score a try) and run back + pop ball up. Dropping ball = forfeit. Develop onto a small pass when returning back to your partner. Emphasize passing from the waist, accuracy & control. 2v2 small games in 1 grid-tag tackle, 5 tackles and over. Highlight importance of placement of the ball to score a ‘try’.	Focus: Ball familiarization Paired strength challenges. Press up position-take partners hands away & touch knees game. First to 5 points. Ball familiarization and ball handling skills. Pairs; run out place ball on line (i.e., how to score a try) and run back + pop ball up. Dropping ball = forfeit. Develop onto a small pass when returning back to your partner. Emphasize passing from the waist, accuracy & control. 2v2 small games in 1 grid-tag tackle, 5 tackles and over. Highlight importance of placement of the ball to score a ‘try’.	Focus: Set shot Warm up- 2-minute challenge, students in pairs have 2 minutes to score as many baskets as possible (once score at one hoop must move to another)- Highlight incorrect techniques used as a class after. Discuss/Demon strate correct technique, BEEF- bend legs, elbows-45°, eyes on ring & follow through-snap wrists). Students practice for 2 minutes. In 4’s - Progress to 21 games. 1 shot. If misses next in line rebounds & shoots from rebound position. Keep going until a score = 1 point. Scorer takes the ball to start and has a set shot. Successful from free throw line = 2 points. Modified game Small Sided Game (4 vs 4). If BEEF is shouted inside key student gets a free set shot attempt (1 point if scored) regular basket=2 points	Focus: Individual outwitting skills Warm up- 1v1 students asked to show different ways of beating a player. Progress to discussion of use of S (Spin, Step, Speed) before introducing 1v1 in gauntlet (channels) Modified game- 3v3- 3 tackles before ball is turned over, passing of the ball not allowed (player that starts with the ball must take it until tackled) Remove modification at end but highlight individual outwitting skills	Focus: Lay up Warm up- students jog around the sidelines of court. When near a hoop they jump off 1 leg and try to reach up to basket Skill practice- Discuss/demo lay-up technique (students practice at stages- stage 1= no run up lay-up, stage 2= 2 step lay-up, stage 3= lay-up with run up (no bouncing ball) stage 4= full run up with bouncing ball. Modified game- 5v5, when students are in the key they have the option to shout lay-up. If used the student has a free attempt at a lay-up from the called position. 1 point if scored- regular basket/layup= 2 points	Focus: Passing whole class grid drill. 4 teams. 1 runs to the middle + passes right & joins own queue. Running and release of the ball with active defenders. 2v1, 4v2 aiming to create an overlap. Introduce the ‘side step’ to give the attackers another option. In a 2v1 situation the ball carrier can opt to pass or fake to pass and side step the defender. Small-sided games (5vs5)-recap rules- defenders 5 yards from restart, 5 tackles = possession over. Tag tackle. Discuss man to man/zonal. Progress back to 2v2 but students’ trial both man to man/zonal. Discuss + and – after. Progress to 5v5 games. Students decide in teams which strategy to use.	Focus: Defensive strategies Warm up- 2v2 at hoop 5 minutes. After this students discuss what defensive strategies were used (if any) and defensive stances. Discuss man to man/zonal. Progress back to 2v2 but students’ trial both man to man/zonal. Discuss + and – after. Progress to 5v5 games. Students decide in teams which strategy to use.	Focus: Passing/use of width whole class grid drill. 4 teams. 1 runs to the middle + passes right & joins own queue. Running and release of the ball with active defenders. 2v1, 4v2 aiming to create an overlap. Introduce the ‘side step’ to give the attackers another option. In a 2v1 situation the ball carrier can opt to pass or fake to pass and side step the defender. Small-sided games (5vs5)-recap rules- defenders 5 yards from restart, 5 tackles = possession over. Tag tackle.	Focus: Implementation of learnt skills Game situation focusing on passing/shooting/lay-up technique. Also assessing students’ ability to play in certain defensive tactics.	Focus: Tackling Warm up – Student led. Paired strength challenges. Introduce correct technique for side on tackling. Teacher demo. Teaching points; <i>i.e., Cheek to cheek, Target = waist and lower, keeping eyes on target, arms encircle the thighs, head and body position.</i> 1 v 1 Tackle Practice – Develop Kneel / Stand / Walk / Run. Run the Gauntlet; 3’s – 1 ball carrier, 2 tackles- one behind the other.
Y8/9 progressions	Increase the number=, of cones to increase student control.	Add modifications to increase number of passes required throughout	Reduce size of area to increase difficulty- 3 man weave at increased speed	Focus on Y8/9 competencies	Higher levels of control emphasized- Pivot used to successfully aid passing	Higher levels of speed/fluency required	Shots from further distance- remove free shot from game if higher ability	Individual skills shown more frequently in game situation	Students progressed to completing lay ups using steps beforehand. Increased use in game situations	More complex outwitting skills introduced (cross over/ fake pass combos)	Students are given increased opportunities to develop their own tactics based on opponents.	More complex outwitting skills introduced (cross over/ fake pass combos)	Focus on Y8/9 competencies	Students progressed through technique quicker with emphasis given to demonstrations in modified/game situations
Retrieval	Recap rules from previous years (y8/9)	Recap tips for defensive positioning. Demonstrate in warm ups	Recap main rules from previous weeks learning	Recap tips for an effective defensive body position	Recap tips for efficient/control led dribbling	Recap rules from previous years (y8/9)	Recap technique if learnt in previous year (y8/9)	Recap main rules learnt from previous week	Recap BEEF technique. Apply to warm up.	Recap individual outwitting skills. Apply to warm ups.	Recap lay up technique. Apply to warm up.	Recap tips for accurate passing/catching	Recap defensive tactics and defensive stance	Recap passing technique and methods for outwitting using passing

Competency link	Basketball 1 (7/9/10)	Football 5 (8/9/10)	Basketball 2/3 (7/9/10)	Football 1-10 (8/9/10)	Basketball 1 (7/9/10)	Rugby 2 (8/9/10)	Basketball 5 (7/9/10)	Rugby 1 (8/9/10)	Basketball 6 (7/9/10)	Rugby 2 (8/9/10)	Basketball 4 (7/8/9/10)	Rugby 2/7 (8/9/10)	Basketball 1-10 (7/8/9/10)	Rugby 3/4/5 (8/9/10)
3	Week 1 (8th Jan)				Week 2 (15th Jan)		Week 3 (22nd Jan)		Week 4 (29th Jan)			Week 5 (5th Feb)		
	Indoor		Outdoor		Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor		Indoor	Outdoor	
	Fitness testing		Fitness testing		Fitness testing/indoor athletics	Rugby	Fitness	Rugby	Fitness	Rugby assessment		Fitness	Handball	
	Focus: Aerobic endurance test- MSF test, Muscular endurance test- 1 min sit up/1 min press up.		Focus: Aerobic test- 12-minute cooper test Muscular endurance- 1 min plank test.		Focus: Students take part in a range of indoor athletics events (e.g. sprints, standing long jump, speed bounce, indoor javelin, ball throw). Students scores to be recorded and analyzed each year.	Focus: Tackling Warm up – Student led. Paired strength challenges. Introduce correct technique for square on tackling. Teacher demo. Teaching points; <i>i.e., head to side, Target = waist and lower, keeping eyes on target, arms encircle the waist, head and body position.</i> 1 v 1 Tackle Practice – Walk / Run. Run the Gauntlet; 3's – 1 ball carrier, 2 tackles- one behind the other.	Focus: Circuit training Discuss different methods of training with students- what is circuit training, why athletes use it Main- Students take part in a teacher designed aerobic/muscular circuit Cool down- yoga style stretches	Focus: Kicking/attacking /defensive tactics Warm up – Student led. In pairs- 20 m apart kick the ball to each other off a cone. Emphasis control and accuracy. 1 point for successful catch by partner. Experiment with kick out of hand. <i>i.e., drop kick/punt.</i> Discuss difficulties. Bounce, aim, chip and run. Small-sided games (5vs5) Discuss kicking rules & when to use kicks to outwit opponents. Kick conversion after try is possible. Differentiated on ability. <i>i.e., some tag & tackle games – pupils opt for 1.</i> Attacking/defensive section- 2 v 2. How many tries can pairs score in 30 Seconds. 4 v 2 in channel. 4 defenders use 1 rucking pad each- attackers beat each defender using dodges, side steps, spins or speed to outwit. Small-sided games (7 vs 7). Differentiate pitches. <i>i.e., tag & tackle games – pupil opt for 1.</i>	Focus: Boxercise Discuss learning intentions and method of training (boxercise, what it is/benefits) Students take part in a teacher led boxercise session focusing on a specific skill dependent on year (jab/cross Y7, hook/uppercut Y8, Defensive positioning Y9)	Focus: Implementation of learnt skills Differentiated games focusing on peer/self-assessment of all skills learnt throughout		Focus: Aerobic/Speed training Intro- discuss different methods of training for the two components and examples of athletes who would use each. Students take part in different methods of training (continuous/fartlek/interval for aerobic, Hollow sprints/acceleration sprints/interval sprints for speed) Opportunities to measure heart rate throughout session- linked to competencies	Focus: Ball familiarization/knowledge of rules Traffic lights warm up- jogging with a ball, teacher holds up cones green=go fast, yellow= go slow, red= stop, Blue= make a pass to a player without a ball). Discuss W hand shape to catch before progressing. Endball- 5v5 focusing on catching technique and 1 arm throws. Introduce full handball rules gradually before introducing goals in final games	
Y8/9 progressions	Record/compare scores to previous years		Record/compare scores to previous years		Record/compare scores to previous years	Students progressed through technique quicker with emphasis given to demonstrations in modified/game situations	Students guided to analyze heart rate in further detail ensuring in correct zone for activity	Increased distance of kicks within practice with further accuracy More complex outwitting skills introduced (cross over/ fake pass combos)	Implement more complex skills (hooks/uppercuts/ defensive stances)	Focus on Y8/9 competencies		Students guided to analyze heart rate in further detail ensuring in correct zone for activity	Modifications such as ‘must make 5 passes’ to progress students	
Retrieval	Discover scores from previous attempts		Discover scores from previous attempts		Discover scores from previous attempts	Recap teaching points for successful tackling technique.	Recap methods of training learnt in previous years (y8/9)	Recap teaching points for successful tackling technique.	Recap circuit training/heart rate zones.	Recap tips for successful attacking. Recap serving technique and rules for serving.		Recap boxercise skills learnt/benefits/muscles required/components used.	Recap rules from previous years (y8/9)	

Competency link	Fitness 9/10	Fitness 9/10	Fitness 9/10	Rugby 3/4/5 (8/9/10)	Fitness 1/2	Rugby 6/7 (8/9/10)	Fitness 4	Rugby 1-10	Fitness 6/7	Handball ½ (8/10)
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	Week 1 (19th Feb)		Week 2 (26th Feb)		Week 3 (4th March)		Week 4 (11th March)		Week 5 (18th March)		Week 6 (25th March)	
4	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
	Fitness	Handball	Fitness	Handball	Fitness assessment	Handball	Badminton	Handball	Badminton	Handball	Badminton	Handball assessment
	Focus: Calories/diet	Focus: Dribbling	Focus: Components of fitness	Focus: Outwitting opponents	Focus: Student led circuit session	Focus: Shooting	Focus: racket/shuttle familiarization /serving	Focus: Defensive tactics	Focus: drop shot	Focus: Attacking principles	Focus: Clear shot	Focus: Implementation of learnt skills/Positions
	Students take part in a circuit session with each station highlighting average calories burned in 1 min of exercise. Students add this up throughout the session and compare it to certain foods at the end. Class discussion on food groups, what the groups are used for and how much should be in our diet.	Warm up- dribbling with control around the outside of the area. On different whistles students speed up, slow down, reverse direction, stop. Relay styles races- focusing on control of the handball, using fingertips to bounce the ball up to waist height, bounce ball out in front, flick wrist. Progress to introducing fouls (double dribble) Modified game- Channel coned out next to sideline on pitches- this area enables students to dribble the ball without being tackled- must pass at the end of channel	Students learn the difference between health and skill related components of fitness. Students then take part in a range of tests based around these (e.g. vertical jump, grip test, illinois test etc.)	Warm up- 1v1 on two opposite lines. Students try to get over the opposite line without losing possession, swap attacker/defender each go. Discuss individual outwitting options (speed, turns, dribbling) Skill activity- Channel/gauntlet- 4 channels coned out with a defender in each- students try to reach the end of the channel without losing possession- once go is over the attacker becomes the defender of that channel whilst the original defender moves up to the next channel to be an attacker Discuss team outwitting skills (time of the pass- fake passes- movement off the ball) Same activity but now 2v1 in the channel- one attacker remains to be defender next go.	Students design a circuit session for homework that focuses on a certain component of fitness, delivered to themselves/peer dependent on year group- Y7 take part in it themselves, Y8/9 deliver to peer	Skill development- demo shooting technique (high elbow, aim low), Practice from varying distances (one set, one shoots, one goalkeeper, one retrieves), cones in the corners, higher points for accurate shots. Progress to jump shot from different stages (no steps, 3 steps, 3 steps + dribble) Modified game- 5v5, 2 goals awarded for shots using that go in the bottom corners (between co	Discuss/demonstrate correct grip of the racket. Warm up challenges- 1- keep shuttle in the air (bronze=5, silver=10, gold=15, platinum= 30, diamond=50) 2- Keep shuttle up against the wall (bronze=5, silver=10, gold=15, platinum= 30, diamond=50) 3- Keep shuttle in air with a partner over net (bronze=5, silver=10, gold=15, platinum= 30, diamond=50). Demonstrate flick serve again to students. Skill practice= battleships game- 4 cones placed on each service line, students demonstrate flick serve technique attempting to hit opponents' cones, if hit cone is taken and added to their own service line Demonstrate underarm short serve technique also- Same game as above but students can use either serve (discuss importance of variety in serving) Modified game- Students can tell the opponent where to stand at the start of game (back line if attempting short serve, service line if attempting long serve- if served effectively they will win the point. Half court games to finish, differentiated courts.	Warm up- 2V2 games- highlight/discuss afterwards what types of defense players were using. Discuss man to man/zonal and defensive stance. Progress back to 5v5 but students' trial both man to man/zonal. Discuss + and – after. Progress to 5v5 games. Students decide in teams which strategy to use.	Warm up- 1v1 with a partner against the wall (emphasis on serving) Discuss learning intentions and demo drop shot technique. Skill development- in pairs, 1 serves or throws the shuttle high for a partner to perform a drop shot- hoop placed at the front of the court to act as a target- 1 point each shot that lands between service line and net- 5 points for in hoop (closer to net) Modified game- drop shot game- person serving must touch the base line after each serve- this should encourage the returner to perform a drop shot End with half court games on differentiated courts. Drop shots worth 2 points if shuttle touches the floor between service line and net	Warm up- 'piggy in the middle' 2v1/3v2 in small rectangles- keep ball away from defender, change if mistakes made Fast break activity- The player in attack begins a sprint from inside his/her half of the court, toward to opposition goal.The goalkeeper throws the ball into the attacker's path, for him/her to run on to and catch on the move.The attacker then has three steps while holding the ball to get a shot on goal. If a shooting opportunity doesn't appear within three steps, the player in attack can bounce the ball, and take three more steps. Once the attacker has had a shot on goal, he/she joins the back of the opposite line- Progress to modified games (weighted games- 4v2, once the attacking team has had their shot 2 attackers switch with two defenders to give a 4v2 situation down to the other end.	Warm up- 1v1 with a partner against the wall (emphasize drop shot) Discuss learning intentions and demo clear shot technique. Skill development- in pairs, 1 serves or throws the shuttle high for a partner to perform a clear shot- hoop placed at the back of the court to act as a target- 1 point each shot that lands between service line and 1 st back court white line- 5 points between 1 st base line white line and final white line- 10 points in hoop (in between these two lines) Modified game- clear shot game- person serving must touch the net after each serve- this should encourage the returner to perform a clear shot over their opponent's head End with half court games on differentiated courts. clear shots worth 2 points if shuttle touches the floor between the final two white lines	Focus: Clear shot Focus: Implementation of learnt skills/Positions Differentiated games focusing on peer/self-assessment of all skills learnt throughout Intro- discuss main positions and the roles of each- GOALKEEPER- The first player in attack and the last player in defense; the goalkeeper plays a key role in everything a team does. The role of the goalkeeper extends way beyond simply shot stopping. RIGHT/LEFT HALF-Normally bigger than the wingers, the half backs are shooters. They are strong and physical in defense - creating a wall for the opposition to shoot over. The bigger and stronger the wall, the better chance your team has of conceding fewer goals. In attack, the half backs are dangerous with their height, power and ability to shoot from distance. CENTRE BACK- The brain of the team; the creator. The center player starts,moves and gives the halves and wingers the very best opportunities to score. RIGHT/LEFT WINGER-Very fast, agile and fit, this position requires a player who can run up and down the court all day long. They are the first players in attack and the first to return to defense. LINE PLAYER- The line places' main role is to sit within the defense and disrupt the opposition by putting blocks/screens on in order to give his players an easier route through Skill practice/game situations- students choose a position to play and try to demonstrate the roles of each player, positions change halfway through each game
Y8/9 progressions	Giving food examples for each and explaining what percentage of each group makes up a healthy balanced diet. explain what calories are, how weight loss/weight gain occurs.	Move cones closer together to increase difficulty/higher levels of control required. Outwitting skills emphasized	Compare to scores from previous years	Increase complexity of attacking- overlapping runs/creating space, timing of the pass etc. Increase use in game situations.	Y8/9 deliver to peer	Shooting from further distance. Jump shot completed whilst using 3 steps.	Students targeting higher levels (e.g., Y8= silver minimum, Y9= gold minimum) Increased accuracy should be seen within practice. Modified game increase difficulty by changing receiving players starting position closer to net	Students are given increased opportunities to develop their own tactics based on opponents.	Smaller targets= increased difficulty. Modified game was made more difficult by serving players touching ¾ back line instead of last line. Increased use of backhand drops/underarm drops	Progress to add in defender (once attacker shoots the retreat to act as a defender for the next attacker)	Smaller targets= increased difficulty. Increase use of backhand clears/underarm clears.	Students provided with further opportunities to analyze opponents and implement tactics based on this
Retrieval	Recap methods of training for Aerobic/speed fitness and heart rate zones.	Recap main passes and tips for passing	Recap components of fitness and tests encountered previously	Recap rules from previous weeks learning.	Recap calories/food groups	Recap tips for outwitting opponents learnt in previous week.	Recap rules remembered from previous years (y8/9)	Recap teaching points for shooting/jump shots. Apply to warm up.	Recap correct grip technique.	Recap defensive tactics and tips for defensive stance	Recap technique for drop shot. Apply to warm up.	Recap positions learnt from previous years (y8/9)

Competency link	Fitness 5	Handball 1 (8/10)	Fitness 9/10	Handball 7 (8/10)	Fitness 3	Handball 5 (8/10)	Badminton 1/2/3 (7/8/9/10)	Handball 3/7 (8/9/10)	Badminton 4 (7/8/9/10)	Handball 7 (8/9/10)	Badminton 5 (7/8/9/10)	Handball 6/1-10 (8/9/10)		
5	Week 1 (15th April)		Week 2 (22nd April)		Week 3 (29th April)		Week 4 (6th May)		Week 5 (13th May)		Week 6 (20th May)			
	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor		
	Fitness testing	Fitness testing	Badminton	Softball	Badminton assessment	Softball	Athletics	Softball	Athletics	Softball	Athletics	Softball		
	Focus: Aerobic endurance test- MSF test, Muscular endurance test- 1 min sit up/1 min press up.	Focus: Aerobic test- 12-minute cooper test Muscular endurance- 1 min plank test.	Focus: Smash shot Warm up- 1v1 with a partner against the wall (emphasize clear shot) Discuss learning intentions and demo smash shot technique. Skill development- in pairs, 1 serves or throws the shuttle high for a partner to perform a smash shot Modified game- students take it in turn to serve. After each serve, the player serving tries to catch the shuttle before it touches the ground. If they do, they get the point. If they don't and it lands in the other player receives a point. Students should be encouraged to play the shuttle fast with a downwards trajectory. End with half court games on differentiated courts. Introduction of doubles rules/game play.	Focus: Catching Intro into catching technique- Underneath the ball, point glove upwards if above waist, glove close to face to help coordination, keep glove up after contact. If The ball is below waist, the glove turns over, keep facing upwards. Progress to relay style activities with throwing/catching skills incorporated. Game situation- Learn the main rules of the game. Instead of batting, students throw the ball from the batting position before running between bases= increased chance to show catching technique.	Focus: Implementation of learnt skills/doubles/singles tactics Differentiated tournaments on each court focusing on peer/self-assessment of all skills learnt throughout	Focus: Catching/fielding skills/Long barrier Warm up, Recap catching technique- paired jogging around pitch whilst throwing to each other (students must stay close to each other. Skill development- Channel end zone game (no moving with the ball- students score by catching in the end zone. Demo long barrier- students to practice in pairs. Progress to long barrier game- in same channels as previous 3v3, both teams at one end, two lines coned out ¼ of the way down both sides. score by bowling the ball underarm across the floor behind this line and exiting the opposition's end zone. Defenders try to prevent the ball from exiting by using long barriers. Game situation- full game, introducing further rules (fly ball, tag out etc.)	Focus: 100m/Discus 100m- Time 3 second sprints/measure distance with cones- discuss and demonstrate sprint start technique- retry 3 second sprint. Discuss phases of 100m and body position over 1 st phase- timed 1 st phases (30m). Progress to timed 100m sprints in differentiated groups. Discus- Highlight safety points. Discuss technique (fingertips around edge, hold down by side, rest against wrist, generate momentum from low to high. 45-degree release point. In pairs one throws one coach. Teachers mark individual throws. Compare against ESSA results.	Focus: Throwing technique Three throws demonstrated to students (underarm, overarm flat, overarm high) Coned area across width of Astro (green area= 3 meter apart, orange= 6 meters apart, red area = 15m apart)- students challenged to make 10 passes in green area before moving to orange, same to red, then back to green and repeat. Game situation- highlighting correct throwing techniques in game situations.	Focus: 100m/Discus 100m- Time 3 second sprints/measure distance with cones- discuss and demonstrate sprint start technique- retry 3 second sprint. Discuss phases of 100m and body position over 1 st phase- timed 1 st phases (30m). Progress to timed 100m sprints in differentiated groups. Discus- Highlight safety points. Discuss technique (fingertips around edge, hold down by side, rest against wrist, generate momentum from low to high. 45-degree release point. In pairs one throws one coach. Teachers mark individual throws. Compare against ESSA results.	Focus: Batting Correct batting stance highlighted to students- Side on, feet shoulder width apart, knees slightly bent, elbows bent with strong hand at the bottom. Modified game- One batter, one bowler, one catcher and 1+ fielder- bowler receives three good pitches, once hit they run to a cone 10ft diagonal to them and back. fielders attempt to get batter out but return to catcher before they are back. after three attempts positions change.	Focus: 200m/triple jump Triple jump- Practice in sequence recording distance with cones each time- hop (jump from one foot land on the same), hop step- land on same foot step to the opposite, hope step jump, as before but after step land with two feet. Once students have grasped this progress to adding run ups before take-off- finish with full attempts/recordings 200m- Discuss starting technique and pacing strategies, attempt sprints in differentiated groups, record and highlight ESSA standards.	Focus: Pitching Pitching technique demoed to students (step into pitch, straight arm pulled back/forward to generate power, release at waist height) Skill development- One pitcher, one catcher, one batter (holding out a hoop to highlight strike zone). Students have 5 attempts to pitch ball through at varying distances (worth different points)- Record score/change positions		
	Y8/9 progressions	Record/compare scores to previous years	Record/compare scores to previous years	Demonstrate backhand smash shot technique in addition and look to implement in activities.	Catching from a medium/long distance with an increase in consistency	Focus on Y8/9 competencies	Implement opportunities to perform long barriers from moving positions.	Compare results to previous years scores. Increased opportunities to analyze performance.	Perform correct throwing techniques over a medium/long distance with increased accuracy and consistency	Compare results to previous years scores. Increased opportunities to analyze performance.	Cones to be placed around pitch to act as gates for students to aim at for increased points.	Compare results to previous years scores. Increased opportunities to analyze performance.	Increase pitching distance. Demonstrate spin/curve on the ball.	
Retrieval	Discover scores from previous attempts	Compare scores to previous years (y8/9). Link tests to correct components	Recap clear shot teaching points. Apply to warm up.	Recap rules learnt in previous years (y8/9)	Recap teaching points for smash shot technique.	Recap teaching points for successful catching technique.	Recap scores from previous years (y8/9)	Recap long barrier technique	Recap scores from previous years (y8/9)	Recap throwing technique for underarm, overarm flat and overarm long	Recap scores from previous years (y8/9)	Recap batting stance/tips for batting accuracy		
Competency link	Fitness 9/10	Fitness 9/10	Badminton 6 (7/8/9/10)	Softball 1 (6/7/8/9/10)	Badminton 1-10	Softball 1/5 (6/7/8/9/10)	Athletics 2/7 (9/10)	Softball 2 (6/7/8/9/10)	Athletics 2/7 (9/10)	Softball 3 (6/7/8/9/10)	Athletics 5/7 (9/10)	Softball 4 (6/7/8/9/10)		
6	Week 1 (3rd June)		Week 2 (10th June)		Week 3 (17th June)		Week 4 (24th June)		Week 5 (1st July)		Week 6 (8th July)		Week 7 (15th July)	
	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor
	Athletics	Softball assessment	Athletics	Cricket	Athletics	Cricket	Athletics	Cricket	Athletics	Cricket	Athletics	Cricket	Athletics	Athletics
	Focus: 200m/triple jump Triple jump- Practice in sequence recording distance with cones each time- hop (jump from one foot land on the same), hop step- land on same foot step to the opposite, hope step jump, as before but	Focus: Implementation of learnt skills Differentiated games focusing on peer/self-assessm ent of all skills learnt throughout	Focus: 400m/High jump High Jump- Highlight 1 foot take off rule. Pairs- stand backwards to the bar, practice standing backwards, clear over the bar, push hips up, land on back. Run up/ take off -scissors	Focus: Catching Warm up- 'piggy in the middle' 2v1 keeps the ball away from the defender. If dropped/exit the area defender is swapped Discuss/demonstrate catching technique	Focus: 400m/High jump High Jump- Highlight 1 foot take off rule. Pairs- stand backwards to the bar, practice standing backwards, clear over the bar, push hips up, land on back. Run up/ take off -scissors	Focus: Fielding skills/long barrier Warm up, Recap catching technique- paired jogging around pitch whilst throwing to each other (students must stay close to each other. Skill development- Channel end zone game (no moving with the ball- students score by hitting	Focus: 800m/Shot Shot- Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with softball, progress to shot. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45-degree release. Distances	Focus: Batting technique/stance Discuss different batting shots, batting stance, grip of bat (v with hands) and sides of bat. Skill development/mo dified game- 5	Focus: 800m/Shot Shot- Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with softball, progress to shot. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position,	Focus: Bowling technique Discuss/demonstrate bowling technique in cricket Skill development- students practice overarm bowling in stages, stage 1= no run up, stage 2= short run up, stage	Focus: 1500m Warm up challenge- complete one lap without walking. Once complete, discuss changes to personal speed to be able to complete 8 laps. Discussion around tactics for running a long-distance event.	Focus: Implementation of learnt skills Differentiated games focusing on peer/self-assessment of all skills learnt throughout	Focus: Long Jump/Javelin Long Jump- Students to practice one leg take off on line and two-foot landings (try both legs) progress to including a run up. Teaching points;	Focus: Long Jump/Javelin Long Jump- Students to practice one leg take off on line and two-foot landings (try both legs) progress to including a run up. Teaching points; run up, take off, hang time, landing. Break skill down into parts, demo, practice at the side of the pit,

	<p>after step land with two feet. Once students have grasped this progress to adding run ups before take-off- finish with full attempts/recordings</p> <p>200m- Discuss starting technique and pacing strategies, attempt sprints in differentiated groups, record and highlight ESSA standards.</p>		<p>(progress to Fosbury) pupil/teacher demo. T. P's; run up, arc run, approach, take off phase, clearing bar and landing. Measured High Jump competition. 3 lives. heights recorded by non-participants.</p> <p>400m- Watch a video of a 100m and 400m races- Discuss differences, laws, fitness, performers.</p> <p>Accurately replicate and perform the 400M</p>	<p>(cup/reverse cup)- students try to demonstrate with partner over different distances (short- underarm, medium/long overarm)</p> <p>Game situation- discuss main rules with students, students bat in pairs. Highlight fielders using correct catching technique</p>	<p>(progress to Fosbury) pupil/teacher demo. T. P's; run up, arc run, approach, take off phase, clearing bar and landing. Measured High Jump competition. 3 lives. heights recorded by non-participants.</p> <p>400m- Watch a video of a 100m and 400m races- Discuss differences, laws, fitness, performers.</p> <p>Accurately replicate and perform the 400M</p>	<p>wickets at opposite ends.</p> <p>Demo long barrier- students to practice in pairs. Progress to long barrier game- in same channels as previous 3v3, both teams at one end, two lines coned out ¼ of the way down both sides. score by bowling the ball underarm across the floor behind this line and exiting the opposition's end zone. Defenders try to prevent the ball from exiting by using long barriers.</p> <p>Focus: Fielding skills/long barrier</p> <p>Warm up, Recap catching technique- paired jogging around pitch whilst throwing to each other (students must stay close to each other.</p> <p>Skill development- Channel end zone game (no moving with the ball- students score by hitting wickets at opposite ends.</p> <p>Demo long barrier- students to practice in pairs. Progress to long barrier game- in same channels as previous 3v3, both teams at one end, two lines coned out ¼ of the way down both sides. score by bowling the ball underarm across the floor behind this line and exiting the opposition's end zone. Defenders try to prevent the ball from exiting by using long barriers.</p>	<p>recorded with cones. Take measurement at the end. Highlight world record with cone</p> <p>800m- Whistle run, warm up–30 seconds, get back to teacher, stretches. Perform 4 different paced ½ laps to highlight pace required for a bronze, silver, gold & platinum performance. 2 groups. T. P's; pacing ability, don't go off too quick. 800m timed. 4 ability races- pupils choose a race to compete in. Highlight world record.</p>	<p>wickets set up with groups of 1 batter, 1 bowler, 1 wicket keeper, 1 fielder. Batter gets 5 bowls to score as many runs as possible (run scored by running to a cone opposite and making it back safely to bat again, all other players try to get the batter out)</p>	<p>45-degree release. Distances recorded with cones. Take measurement at the end. Highlight world record with cone</p> <p>800m- Whistle run, warm up–30 seconds, get back to teacher, stretches. Perform 4 different paced ½ laps to highlight pace required for a bronze, silver, gold & platinum performance. 2 groups. T. P's; pacing ability, don't go off too quick. 800m timed. 4 ability races- pupils choose a race to compete in. Highlight world record.</p>	<p>3= full run up. Students should progress depending on ability.</p> <p>Activity= 1 bowler, 1 wicket keeper. Students get 5 bowls each, add up points throughout (1 point= correct overarm technique/legal bowl but missed wickets, 5 points= legal bowl hit wickets) swap roles after 5</p>	Timed 1500m runs.		<p>run up, take off, hang time, landing. Break skill down into parts, demo, practice at the side of the pit, measure run up. Competition-distances recorded by non-participants compared against ESSA levels.</p> <p>Javelin- Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with practice javelins, progress to full javelin. Teaching points; stance make a bow see it go, whip through, bring javelin through in straight line & 45-degree release. Practice throws, TPs emphasized. Distances recorded with cones. Measure best at the end. Highlight world record.</p>	<p>measure run up. Competition-distances recorded by non-participants compared against ESSA levels.</p> <p>Javelin- Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with practice javelins, progress to full javelin. Teaching points; stance make a bow see it go, whip through, bring javelin through in straight line & 45-degree release. Practice throws, TPs emphasized. Distances recorded with cones. Measure best at the end. Highlight world record.</p>
Y8/9 progressions	Compare results to previous years scores. Increased opportunities to analyze performance.	Focus on Y8/9 competencies	Compare results to previous years scores. Increased opportunities to analyze performance.	Catching from a further distance with increased variety in the trajectory of the ball	Compare results to previous years scores. Increased opportunities to analyze performance.	Implement opportunities to perform long barriers from moving positions. Implement opportunities to perform long barriers from moving positions.	Compare results to previous years scores. Increased opportunities to analyze performance.	Introduce different/more difficult shots (e.g., straight drive y8, pull/cover shot y9)	Compare results to previous years scores. Increased opportunities to analyze performance.	Increase in distance of bowling. Demonstrate spin bowling for higher ability students.	Compare results to previous years scores. Increased opportunities to analyze performance.	Focus on Y8/9 competencies	Compare results to previous years scores. Increased opportunities to analyze performance.	Compare results to previous years scores. Increased opportunities to analyze performance.
Retrieval	Recap scores from previous years (y8/9)	Recap teaching points for effective pitching.	Recap scores from previous years (y8/9)	Recap rules learnt from previous years (y8/9)	Recap scores from previous years (y8/9)	Recap catching technique (cup/reverse cup) Recap catching technique (cup/reverse cup)	Recap scores from previous years (y8/9)	Recap long barrier technique/teaching points.	Recap scores from previous years (y8/9)	Recap tips for batting stance and teaching points for shots (drive, cover, pull)	Recap scores from previous years (y8/9)	Recap teaching points for bowling.	Recap scores from previous years (y8/9)	Recap scores from previous years (y8/9)
Competency link	Athletics 5/7 (9/10)	Softball 1-10 (6/7/8/9/10)	Athletics 6/7 (9/10)	Cricket 1 (6/7/8/9/10)	Athletics 6/7 (9/10)	Cricket 2/4 (6/7/8/9/10) Cricket 2/4 (6/7/8/9/10)	Athletics 3/8 (9/10)	Cricket 3 (6/7/8/9/10)	Athletics 3/8 (9/10)	Cricket 5 (6/7/8/9/10)	Athletics 8 (9/10)	Cricket 1-10	Athletics ¼ (9/10)	Athletics ¼ (9/10)