



Scheme of Learning: Year: YR7 Unit: Softball

Sequence 1:	Sequence 2:	Sequence 3:	Sequence 4:
<p>Baseline</p> <p>Introduction into Softball and basic terminology.</p> <p>Introduction to basic throwing and catching (under)</p> <p>Introduction to the basic rules.</p> <p>Explore 5 stage warm-up linked to Softball.</p>	<p>To recall basic skill (as an individual).</p> <p>Introduction to basic throwing and catching (over).</p> <p>To throw and catch under control in isolation with a single partner.</p> <p>Explore key terminology within Softball.</p> <p>Explore 4 stage cool down linked to Softball and muscles used.</p>	<p>Develop throwing and catching in a small group based activity.</p> <p>Introduce basic batting technique.</p> <p>Explore competitive games which are adapted depending on skill level.</p> <p>Identify own strengths and improvements.</p>	<p>To experience larger competitive games based on skill level.</p> <p>To develop batting technique.</p> <p>To perform learnt skills and demonstrate the use of key terminology.</p>
<p>Interleaving: Prior / transferable Deeper Learning: Beyond standard curriculum Formative Assessment: Knowledge to proceed</p>			
<p>Warm up & cool down</p> <p>Key terminology</p> <p>Fundamental skill</p> <p>Communicational skills</p> <p>Listening skills</p> <p>Movement/Agility</p>	<p>History of Softball</p> <p>Accessing extra- curricular Softball</p> <p>Importance of sport/health and fitness</p> <p>Short and long term effective of exercises</p> <p>Muscles names</p>	<p>Practical assessment – ongoing throughout sequences</p> <p>Use of skill and technique</p>	



OUR LADY & ST JOHN
CATHOLIC COLLEGE

Scheme of Learning:

Year: YR7

Unit: Softball

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PE - Year 8 – Unit Softball

Big Picture

AIM: In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running around four bases to score runs. Pupil should accurately score games & understand rules.

- Softball is a team sport which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt, in Softball and in other sports.
- All pupils are encouraged to watch Softball at home to build more knowledge with Softball terminology and rules.
- Improve social, physical, and mental well-being.
- To allow pupils to build upon their social development through a sport, whilst gaining new knowledge.
- Pupils to understand how exercise has a positive effect on their physical, social, and mental well-being.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practise all learnt skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Make up games that focus on improving technique and fitness
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps to gain a higher level of understanding

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.
- Demonstrations of previous learning/prior learning from other topics and in younger years.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; tactics, e.g. *stance, body position, coaching, officiating/umpiring, anticipation.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Softball. *Example; stance, body position, follow through, no ball, batting order and field placement, communication, teamwork.*
- Opportunities for pupils to record rules, tactics and scores using ICT.
- Collaborate with others to share information and ideas, and solve problems.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed in this sport.
- Transferrable multi-skills.

Sequence 1: Fielding skills/Bowling development

Lesson 1: To accurately replicate the basic interception and Long Barrier method used in fielding and use effectively in a game. To develop creative thinking & outwitting opponents with the placement of the ball. To develop their knowledge and understanding of the essential fielding positions on a Softball pitch. To be able to play conditioned game in which they understand and apply basic tactics.

Lesson 2: To accurately replicate a legal underarm bowling technique and start to work towards the strike line. To incorporate spin & disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 4 balls. To develop the precision, control and fluency of their skills when bowling. To incorporate bowling, batting, fielding technique into a game of Softball.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to research

Sequence 2: Batting development /Positional roles – 3 strikes you're out

Lesson 3: To accurately replicate the batting technique within the pitch lines (foul ball should be called if hit outside the lines). To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition. To analyse individual strengths and make tactics changes to the batting order/field positions as a result.

Lesson 4: To explore Softball positions and the relevant roles at each point. To develop knowledge of backstop to 1st base tactics. To perform the correct stance of Back Stop when Standing up and Back. To understand the need to change field positioning depending on batters set up. *i.e. left hander.* To develop creative thinking & outwitting opponents during a game.

Formative Assessment and Homework: Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to understand the benefits exercise has on their mental health. Pupils should practise learn skills at home or in local clubs.

Sequence 3: Tactics/strategies to outwit opponents

Lesson 5: To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielder's actions. To make effective evaluations of strength and weaknesses, of self and others' performance.

Lesson 6: Assessment - To demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. To demonstrate knowledge and understanding of the rules of Softball. To demonstrate a variety of tactics based on the opposition. To perform effective leadership, communication & teamwork skills.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in Softball outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development.



PE - Year 9 – Unit Softball

Big Picture

AIM: In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between around bases to score runs. Pupils should be able to accurately score & officiate games.

- Pupils will learn to apply consistency & timing in the use of techniques for batting, bowling and fielding.
- Pupils will develop ability to become a reflective learner.
- Pupils will develop mental capacity & creative thinking when devising & implement new tactics.
- Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills.
- Softball is a team sport which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt, in Softball and in other sports.
- All pupils are encouraged to watch Softball at home to build more knowledge with Softball terminology and rules.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- Join extra-curricular, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make games that focus on improving technique and fitness
- read rule books and sports reports online, newspapers and magazines

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.
- Demonstrations of previous learning/prior learning from other topics and in younger years.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; tactics, e.g. *stance, body position, coaching, officiating/umpiring, anticipation.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to **softball**. Example; *stance, body position, follow through, no ball, batting order and field placement, communication, teamwork.*
- Opportunities for pupils to record rules, tactics and scores using ICT.
- Collaborate with others to share information and ideas, and solve problems.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed in this sport.
- Transferrable multi-skills.

Sequence 1: Throwing/catching/fielding + Bowling development

Lesson 1: To accurately replicate fielding skills and use effectively in a game. To develop communication skills, teamwork through Softball game play. To develop creative thinking & outwitting opponents with the placement of the ball. To be able to play game and apply batting/fielding tactics.

Lesson 2: To accurately replicate a legal bowling technique. To develop the ability to add disguise and power into bowling action. To understand rules involving bowling and batting, *ei: the strikezone and batting in the foul lines.* To incorporate bowling, batting, fielding technique into a full game of softball.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to recall the rules of softball and watch videos to develop a better understanding for the game. Attend extra-curricular softball club.

Sequence 2: Batting development + Fielding roles/outwit opponents

Lesson 3: To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To show a confident understanding of head and field umpires calls/rules and batting/bowling infringements. To understand the rules regarding a batting and bowler's strike. To analyse individual strengths and make tactics changes to the fielding positions as a result.

Lesson 4: To discover fielding roles at each point and base. To develop knowledge & understanding of where and how pupils can outwit opponents. To make decisions about field positioning in response to batter analyse. To gain an understanding about exercise importance & healthy lifestyles.

Formative Assessment and Homework: Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to understand the benefits exercise has on their mental health. Pupils should practise learn skills at home or in local clubs.

Sequence 3: Evaluation of tactics/peer assessment

Lesson 5: To perform and replicate a combination of skills to implement tactics & to outwit opponents. To make effective evaluations of strength and weaknesses of pupil's performance. To develop the ability to become a reflective learner & suggest fitness needs of softball players.

Lesson 6: Assessment - To demonstrate a variety of tactics based on the opposition. To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate a confident understanding of the rules of softball. To demonstrate effective communication & leadership skills.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in softball outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development. Pupils to recall the officials responsibility in softball, *ei: how many are needed, where they stand, what they look for, key terms used when umpiring, meaning of the no-ball calls.*



PE - Year 10 – Unit Softball

Big Picture

AIM: AIM: In this unit pupils will focus on developing more advanced skills and apply them in match in order to outwit opposition. Pupils will develop the execution of techniques for batting, bowling and fielding. Pupils will prepare mini competitions and compete in them. They will work in groups taking on a range of responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness. Pupils should be able to accurately umpire & run a softball game.

- Continual development of hand-eye coordination skills will allow for a more frequent shot execution.
- The ability to outwit opposition will be improved through game play.
- Use **softball** to develop observation skills on peer performances, skills and techniques.
- Pupils will learn to use principles of play when selecting and applying tactics to produce a successful outcome
- Advanced skills in batting, bowling and fielding will be further developed through games and conditional situations
- Pupils will create new strategies to improve their performance
- Opportunities to score/coach small groups will develop communication and decision making skills.
- **Softball** is a team sport which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt. in **softball** and in other sports.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Join extra-curricular, either competitively or socially
- practise skills at home
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make games that focus on improving technique and fitness
- read rule books and sports reports online, newspapers and magazines

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.
- Demonstrations of previous learning/prior learning from other topics and in younger years.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; tactics, *e.g. stance, body position, coaching, officiating/umpiring, anticipation.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Softball. *Example; stance, body position, follow through, no ball, batting order and field placement.*
- Opportunities for pupils to record rules, tactics and scores using ICT.
- Collaborate with others to share information and ideas, and solve problems.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed in this sport.

Sequence 1: Fielding fundamentals/Batting

Lesson 1: To accurately replicate fielding skills and use effectively in a game. To develop communication skills, teamwork through softball game play. To develop creative thinking & outwitting opponents with the placement of the ball. To understand the components of fitness for softball.

Lesson 2: To develop strategic placement of the ball when batting. To execute and analyse batting technique and the use of power and placement. To understand rules surrounding batting and bowling and use of head and fielder umpire calls. To understand the importance of fitness & encourage positive choices about healthy lifestyles.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in softball outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development. Pupils to recall the official's responsibility in softball, ei: how many are needed, where they stand, what they look for, key terms used when umpiring, meaning of the no-ball calls.

Sequence 2: Bowling/Positional roles

Lesson 3: To accurately replicate, execute and analyse a legal bowling technique and in the strikezone. To demonstrate bowling, batting, fielding technique into a full game of softball. To understand rules involving bowling. *i.e. not stepping out of the area.* To develop the ability to recognise opposition strengths and weaknesses.

Lesson 4: To demonstrate knowledge of the roles for different fielding/base positions. To use field positioning to outwit the batting team. To refine tactics and game strategies to improve team performances.

Formative Assessment and Homework: Pupils to attend extra-curricular and to be encouraged to join competitive clubs. Pupils to understand the benefits exercise has on their mental health. Pupils should compete with a team in school matches or external games.

Sequence 3: Tactical ideas & concepts/Competitive matches

Lesson 5: To develop and replicate all learnt skills within the game situation with the intention of outwitting opponents. To develop the ability to become a reflective learner & provide evaluations of strength and weaknesses in pupil /opponents performances.

Lesson 6: To accurately replicate a full range of Softball techniques in a competitive match in all positions. To develop knowledge of fielding positions and the correct terminology used. To correctly umpire as head umpire and field umpire and score a game of softball. To appreciate the benefits gained for exercise in the form of a softball game.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in softball outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development.



PE - Year 8 – Unit Rounders

Big Picture

AIM: In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running around bases to score ½ /full rounders. Pupil should accurately score games & understand rules.

- Rounders is a team sport which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt, in rounders and in other sports.
- All pupils are encouraged to watch Rounders at home to build more knowledge with Rounders terminology and rules.
- Improve social, physical, and mental well-being.
- To allow pupils to build upon their social development through a sport, whilst gaining new knowledge.
- Pupils to understand how exercise has a positive effect on their physical, social, and mental well-being.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practise all learnt skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Make up games that focus on improving technique and fitness
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps to gain a higher level of understanding

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.
- Demonstrations of previous learning/prior learning from other topics and in younger years.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; tactics, e.g. *stance, body position, coaching, officiating/umpiring, anticipation.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to rounders. *Example; stance, body position, follow through, no ball, batting order and field placement.*
- Opportunities for pupils to record rules, tactics and scores using ICT.
- Collaborate with others to share information and ideas, and solve problems.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed in this sport.
- Transferrable multi-skills.

Sequence 1: Fielding skills/Bowling development

Lesson 1: To accurately replicate long barrier and use effectively in a game. To develop creative thinking & outwitting opponents with the placement of the ball. To be able to play conditioned game in which they understand and apply basic tactics. To develop communication skills, teamwork through rounders game play.

Lesson 2: To accurately replicate a legal bowling technique. To incorporate spin & disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 2 no balls. To incorporate bowling, batting, fielding technique into a full game of rounders.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to research the rules of Rounders and watch videos to develop a better understanding for the game. Pupils to understand the benefits of exercising with friends for social, mental and physical health.

Sequence 2: Batting development /Positional roles

Lesson 3: To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition. To analyse individual strengths and make tactics changes to the batting order/field positions as a result.

Lesson 4: To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1st base tactics. To understand the need to change field positioning depending on batters set up. *i.e. left hander.* To develop creative thinking & outwitting opponents during a game.

Formative Assessment and Homework: Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to understand the benefits exercise has on their mental health. Pupils should practise learn skills at home or in local clubs.

Sequence 3: Tactics/strategies to outwit opponents

Lesson 5: To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielder's actions. To make effective evaluations of strength and weaknesses, of self and others' performance.

Lesson 6: Assessment - To demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. To demonstrate knowledge and understanding of the rules of rounders. To demonstrate a variety of tactics based on the opposition. To perform effective leadership, communication & teamwork skills.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in Rounders outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development.



PE - Year 9 – Unit Rounders

Big Picture

AIM: In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should be able to accurately score & officiate games.

- Pupils will learn to apply consistency & timing in the use of techniques for batting, bowling and fielding.
- Pupils will develop ability to become a reflective learner
- Pupils will develop mental capacity & creative thinking when devising & implement new tactics
- Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills.
- Rounders is a team sport which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt, in rounders and in other sports.
- All pupils are encouraged to watch Rounders at home to build more knowledge with Rounders terminology and rules.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- Join extra-curricular, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make games that focus on improving technique and fitness
- read rule books and sports reports online, newspapers and magazines

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and tactics. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.
- Demonstrations of previous learning/prior learning from other topics and in younger years.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; tactics, e.g. stance, body position, coaching, officiating/umpiring, anticipation.
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to rounders. Example; stance, body position, follow through, no ball, batting order and field placement.
- Opportunities for pupils to record rules, tactics and scores using ICT.
- Collaborate with others to share information and ideas, and solve problems.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed in this sport.

Sequence 1: Throwing/catching/fielding + Bowling development

Lesson 1: To accurately replicate fielding skills and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking & outwitting opponents with the placement of the ball. To be able to play game and apply batting/fielding tactics.

Lesson 2: To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. *i.e. stopping running once held.* To incorporate bowling, batting, fielding technique into a full game of rounders.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to recall the rules of Rounders and watch videos to develop a better understanding for the game. Attend extra-curricular rounders club.

Sequence 2: Batting development + Fielding roles/outwit opponents

Lesson 3: To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To show a confident understanding of umpire calls/rules and batting/bowling infringements. To analyse individual strengths and make tactics changes to the fielding positions as a result.

Lesson 4: To discover fielding roles at each point. To develop knowledge & understanding of where pupils can outwit opponents. To make decisions about field positioning in response to batter analyse. To gain an understanding about exercise importance & healthy lifestyles.

Formative Assessment and Homework: Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to understand the benefits exercise has on their mental health. Pupils should practise learn skills at home or in local clubs.

Sequence 3: Evaluation of tactics/peer assessment

Lesson 5: To perform and replicate a combination of skills to implement tactics & to outwit opponents. To make effective evaluations of strength and weaknesses of pupil's performance. To develop the ability to become a reflective learner & suggest fitness needs of rounders players.

Lesson 6: Assessment - To demonstrate a variety of tactics based on the opposition. To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate a confident understanding of the rules of rounders. To demonstrate effective communication & leadership skills.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to engage in Rounders outside of school, whether that be online or an additional club. Pupils to understand the benefits exercise has on their social development. Pupils to recall the officials responsibility in Rounders, ei: how many are needed, where they stand, what they look for, key terms used when umpiring, meaning of the no-ball calls.



PE - Year 10 – Unit Cricket

Sequence 1: Learning Objective: Fielding, slip catching and bowling development

Lesson 1: To understand the slip positioning, their role and importance of reaction time. To make accurate decision about outwitting opponents as batsmen or fielders. To play a full game in while applying successful strategies.

Lesson 2: To incorporate pace and spin into bowling delivery maintaining control & accuracy. To understand how spin is created and the difference between wrist and finger spin. To understand the effect it will have on the balls bounce. To apply to a competitive match and outwit fielders with ball placement.

Formative Assessment and Homework: Lead own warm ups - to be skill related to develop and recap skills.

Sequence 2: Learning Objective: The straight drive and pull shot

Lesson 3: To accurately replicate the straight bat drive. To attempt to use the straight drive in a competitive game with control and timing. To encourage quick decision making. To develop leadership skills as a batting pair during game situation. To begin to coach each other and suggest ways to improve technique.

Lesson 4: To encourage movement and timing to produce an effective batting execution. To understand and correctly perform pull shot. To attempt to use pull shot in a game situation. To understand umpire signals and bowling infringements

Formative Assessment and Homework: Design own warm up to deliver to large group in class

Sequence 3: Learning Objective: Matchplay, umpiring, coaching and assessment

Lesson 5: To accurately replicate a full range cricket techniques in response to situations arising for a competitive match. To make accurate decision about outwitting opponents as a batsmen or a fielder. To play a full game in while applying successful strategies.

Lesson 6: To be able to identify faults/weaknesses in peers technique. To be able to offer informed feedback regarding peers play, & suggest ways of improving both technique/tactics. To encourage the use of leadership & communication in all game roles.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.

Formative Assessment and Homework: To be able to identify distinct roles of each playing position. To describe and apply when officiating rules and laws of the game. To analyse technique and suggest ways to improve.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence when batting and fielding to plan strategies and tactics for Cricket. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from KS3.
- All pupils encouraged to watch cricket at home to become more knowledgeable with cricket terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



Scheme of Learning: Year: YR7 Unit: Cricket

Sequence 1:	Sequence 2:	Sequence 3:	Sequence 4:
<p>Baseline</p> <p>Introduction into Cricket and basic terminology.</p> <p>Introduction to basic throwing and catching (under)</p> <p>Introduction to the basic rules.</p> <p>Explore 5 stage warm-up linked to Cricket.</p>	<p>To recall basic skill (as an individual).</p> <p>Introduction to basic throwing and catching (over).</p> <p>To throw and catch under control in isolation with a single partner.</p> <p>Explore key terminology within Cricket.</p> <p>Explore 4 stage cool down linked to Cricket and muscles used.</p>	<p>Develop throwing and catching in a small group based activity.</p> <p>Introduce basic batting technique.</p> <p>Explore competitive games which are adapted depending on skill level.</p> <p>Identify own strengths and improvements.</p>	<p>To experience larger competitive games based on skill level.</p> <p>To develop batting technique.</p> <p>To perform learnt skills and demonstrate the use of key terminology.</p>
<p>Interleaving: Prior / transferable Deeper Learning: Beyond standard curriculum Formative Assessment: Knowledge to proceed</p>			
<p>Warm up & cool down</p> <p>Key terminology</p> <p>Fundamental skill</p> <p>Communicational skills</p> <p>Listening skills</p> <p>Movement/Agility</p>	<p>History of Cricket</p> <p>Accessing extra- curricular Cricket</p> <p>Importance of sport/health and fitness</p> <p>Short and long term effective of exercises</p> <p>Muscles names</p>	<p>Practical assessment – ongoing throughout sequences</p> <p>Use of skill and technique</p>	



OUR LADY & ST JOHN
CATHOLIC COLLEGE

Scheme of Learning:

Year: YR7

Unit: Cricket

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PE - Year 8 – Unit Cricket

Sequence 1: Learning Objective: Fielding practice and the drive

Lesson 1: To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents. To develop a deeper understanding the laws of cricket and officiate correctly.

Lesson 2: To develop the basic stance and use the correctly perform the drive shot technique. To develop the ability to adjust shot direction based on field positioning. To begin to analyse peers batting technique & suggest ways to improve.

Formative Assessment and Homework: Warm ups to be skill related to develop and recap skills.

Sequence 2: Learning Objective: Pull shot and bowling development

Lesson 3: 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.

Lesson 4: 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.

Formative Assessment and Homework: Attend extra-curricular where possible

Sequence 3: Learning Objective: Batting calls, field placement and assessment

Lesson 5: To understand the need for basic communication skills and appropriate batting calls. To perform and replicate a combination of skills to outwit opponents in a match situation. To develop the use of tactics to outwit batsmen & fielders respectively.

Lesson 6: To have some knowledge of fielding positions and correct terminology.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.

Formative Assessment and Homework: To be able to identify distinct roles of each playing position. To describe rules and laws of the game.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence when batting and fielding to plan strategies and tactics for Cricket. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from primary school & Yr 7.
- All pupils encouraged to watch cricket at home to become more knowledgeable with cricket terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 9 – Unit Cricket

Sequence 1: Learning Objective: Fielding fundamentals and defensive batting shots

Lesson 1: 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 play a full game in which pupils develop and apply winning strategies. To recognise and use the laws of cricket and officiate correctly.

Lesson 2: To understand and correctly perform a batting defensive shot. To develop the knowledge of movement and timing needed to produce an effective batting execution. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation.

Formative Assessment and Homework: Warm ups to be skill related to develop and recap skills.

Sequence 2: Learning Objective: Cut shot and bowling spin and pace

Lesson 3: 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.

Lesson 4: To incorporate a degree of 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.

Formative Assessment and Homework: Design own warm up to deliver to small group in class

Sequence 3: Learning Objective: Wicketkeeping and assessment

Lesson 5: 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.

Lesson 6 & 7: Assessment To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.

Formative Assessment and Homework: To be able to identify distinct roles of each playing position. To describe and apply when officiating rules and laws of the game.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence when batting and fielding to plan strategies and tactics for Cricket. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Yr 7 & 8.
- All pupils encouraged to watch cricket at home to become more knowledgeable with cricket terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 7 – Unit Athletics

Big Picture

AIM: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests.

- Athletics has both individual events and team event which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt at primary school.
- All pupils are encouraged to watch Athletics events at home to build more knowledge with Athletics terminology and techniques/skills.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practice skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded athletes to appreciate high-quality performance
- Research techniques of each skill on social media/ sports apps to gain a higher level of understanding.

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and techniques. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.

Sequence 1: Introduce running style (100/200/400m)

Lesson 1: To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action.

Lesson 2: To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness involved in short distance races.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to draw their learnt skills during lesson.

Sequence 2: Introduce pace running and jumping

Lesson 3: 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

Lesson 4: 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.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to research the range of jumps and watch videos to develop a better understanding of the technique.

Sequence 3: Throwing & Hurdles

Lesson 5: 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. To develop the ability to recognise good performances

Lesson 6: Throwing - javelin

To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand and appreciate the need to make decisions about refinement of technique after each throw. To understand the rules regarding the throw and landing.

Lesson 7: 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.

Assessment: To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.

Progression Model:

- Transferrable knowledge of key terminology in other sports eg: *direction, jump, power, speed, technique, movement, fitness, flexibility.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Athletics, *Example; technique, direction, observe, flexibility, vertical sprinting. .*
- Opportunities for pupils to self and peer assess using ICT.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in individual and team sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed on technique which will develop a range of sports.
- Transferrable multi-skills.



Big Picture

AIM: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests.

- Athletics has both individual events and team event which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt at primary school.
- All pupils are encouraged to watch Athletics events at home to build more knowledge with Athletics terminology and techniques/skills.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practice skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded athletes to appreciate high-quality performance
- Research techniques of each skill on social media/ sports apps to gain a higher level of understanding.

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and techniques. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.

Sequence 1: Sprint running technique (100/200/400m)

Lesson 1: To accurately replicate sprinting technique. To adjust body movements to create more drive/speed/power.

Lesson 2: To understand components of fitness involved in short distance races. To adhere to running rules in all track events

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to draw their learnt skills during lesson.

Sequence 2: Middle distance running and jumping

Lesson 3: 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

Lesson 4: 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.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to research the range of jumps and watch videos to develop a better understanding of the technique.

Sequence 3: Throwing & Hurdles

Lesson 5: 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.

Lesson 6: 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.

Lesson 7: 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.

Assessment: To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.

Progression Model:

- Transferrable knowledge of key terminology in other sports eg: *direction, jump, power, speed, technique, movement, fitness, flexibility.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Athletics, *Example; technique, direction, observe, flexibility, vertical sprinting.* .
- Opportunities for pupils to self and peer assess using ICT.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in individual and team sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed on technique which will develop a range of sports.
- Transferrable multi-skills.



Big Picture

AIM: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests.

- Athletics has both individual events and team event which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt at primary school.
- All pupils are encouraged to watch Athletics events at home to build more knowledge with Athletics terminology and techniques/skills.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practice skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded athletes to appreciate high-quality performance
- Research techniques of each skill on social media/ sports apps to gain a higher level of understanding.

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and techniques. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.

Sequence 1: Sprint running technique (100/200/400m)

Lesson 1: To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed.

Lesson 2: To understand the different phases of a race and why they are used. To realize how athletics can promote a healthy lifestyle.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to draw their learnt skills during lesson.

Sequence 2: Middle distance running & Jumping

Lesson 3: 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.

Lesson 4: 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'.

Lesson 4: 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 self assess own performance using video playback/time delay. To understand the components of fitness involved in high jump.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to research the range of jumps and watch videos to develop a better understanding of the technique.

Sequence 3: Throwing & Assessment

Lesson 6: Throwing – shot putt

To perform and accurately replicate the shuffle technique for shot putt. To record distance 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

Lesson 7: 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 fully understand the rules regarding the javelin throw.

Assessment: To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.

Progression Model:

- Transferrable knowledge of key terminology in other sports eg: *direction, jump, power, speed, technique, movement, fitness, flexibility.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Athletics, *Example; technique, direction, observe, flexibility, vertical sprinting.* .
- Opportunities for pupils to self and peer assess using ICT.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in individual and team sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed on technique which will develop a range of sports.
- Transferrable multi-skills.



Big Picture

AIM: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests.

- Athletics has both individual events and team event which develops communicational, listening and leadership skills.
- This unit builds on prior knowledge of skills learnt at primary school.
- All pupils are encouraged to watch Athletics events at home to build more knowledge with Athletics terminology and techniques/skills.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practice skills at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded athletes to appreciate high-quality performance
- Research techniques of each skill on social media/ sports apps to gain a higher level of understanding.

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters/warm up to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of skills and techniques. Done during questions and answers, mini plenaries and plenary.
- AFL used in all lessons to evidence gaps in understanding and to ensure lesson outcomes are reached.
- Use of ICT /peer assessment/self-assessment to analyse performance.
- Attending extra- curricular clubs in and outside of school.

Sequence 1: Sprint running technique (100/200/400m)

Lesson 1: To accurately replicate sprinting technique from a sprint start. To improve overall performance/recorded times. To use peer assessment to improve performance.

Lesson 2: To understand the different phases of a race. To appreciate how athletics can promote a healthy and active lifestyle.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to attend extra-curricular and to be encouraged to join clubs. Pupils to draw their learnt skills during lesson.

Sequence 2: Middle distance running & Jumping

Lesson 3: Middle distance running – 800m

To accurately replicate and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To evaluate self performance against previous bests

Lesson 4: Long jump/Triple jump

To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it.

Lesson 5: High jump

To accurately replicate the Fosbury flop technique. To understand the rules regarding take off and competition. To record the height achieved. To use ICT to help improve performance. To develop the ability to be a reflective learner.

Formative Assessment and Homework: Warm up to recall prior knowledge. Pupils to research the range of jumps and watch videos to develop a better understanding of the technique.

Sequence 3: Throwing

Lesson 6: Shot putt

To perform and accurately replicate the glide technique for shot putt. To correctly record distance achieved. To understand all competition shot putt rules. To breakdown, adapt and refine individual elements of the full technique.

Lesson 7: Javelin

To perform and accurately replicate the technique for javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.

Assessment: To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.

Progression Model:

- Transferrable knowledge of key terminology in other sports eg: *direction, jump, power, speed, technique, movement, fitness, flexibility.*
- Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to Athletics, *Example; technique, direction, observe, flexibility, vertical sprinting.* .
- Opportunities for pupils to self and peer assess using ICT.
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in individual and team sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed on technique which will develop a range of sports.
- Transferrable multi-skills.



Scheme of Learning: Year: YR7 Unit: Rounders

Sequence 1:	Sequence 2:	Sequence 3:	Sequence 4:
<p>Baseline</p> <p>Introduction into Rounders and basic terminology.</p> <p>Introduction to basic throwing and catching (over and under)</p> <p>Introduction to the basic rules.</p> <p>Explore 5 stage warm-up linked to Rounders.</p>	<p>To recall basic skill (as an individual).</p> <p>To throw and catch under control in isolation with a single partner.</p> <p>Explore key terminology within Rounders.</p> <p>Explore 4 stage cool down linked to Rounders and muscles used.</p>	<p>Develop throwing and catching in a small group based activity.</p> <p>Introduce basic batting technique.</p> <p>Explore competitive games which are adapted depending on skill level.</p> <p>Identify own strengths and improvements.</p>	<p>To experience larger competitive games based on skill level.</p> <p>To develop batting technique.</p> <p>To perform learnt skills and demonstrate the use of key terminology.</p>
<p>Interleaving: Prior / transferable Deeper Learning: Beyond standard curriculum Formative Assessment: Knowledge to proceed</p>			
<p>Warm up & cool down</p> <p>Key terminology</p> <p>Fundamental skill</p> <p>Communicational skills</p> <p>Listening skills</p> <p>Movement/Agility</p>	<p>History of Rounders</p> <p>Accessing extra- curricular Rounders</p> <p>Importance of sport/health and fitness</p> <p>Short and long term effective of exercises</p> <p>Muscles names</p>	<p>Practical assessment – ongoing throughout sequences</p> <p>Use of skill and technique</p>	



OUR LADY & ST JOHN
CATHOLIC COLLEGE

Scheme of Learning:

Year: YR7

Unit: Rounders

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