Year 7: Year Overview



Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Gymnastics (Girls)	Fitness
Skills	Basic skills	Basic skills	Basic skills	Basic skills	Basic skills	Basic skills	Basic skills
	 Passing Receiving Dribbling Shooting Defending Attacking Outwitting opponent Leadership 	 Passing Footwork Obstruction/cont act Defending Attacking Positions Outwitting opponent Leadership 	 Grip Dribbling Passing Receiving Dribbling Shooting Attacking Defending Outwitting opponent Leadership 	 Handling Carrying Passing Receiving Tackling Outwitting opponent Attacking Defending Kicking Leadership 	 Passing Receiving Dribbling Shooting Attacking Defending Outwitting opponent Leadership 	 Locomotion Rolls Putting weight on hands Rotation Basic flight Balances Leadership Routines 	 Fitness Tests Training Methods Components of Fitness FITTA
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct ways to pass, receive, dribble and shoot the ball in	Identify correct ways to pass, receive, and use footwork and the use of obstruction in Netball.	Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.	Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.	Identify correct ways to pass, receive, dribble and shoot the ball in Handball.	Identify ways to move around the space. How to apply weight to hands.	Identify fitness tests and carry them out correctly.
	Football. When to select the right type of pass, shot and why?	When to select the right type of pass and why? Tactical awareness of	When to select the right type of pass/shot and why?	When to select the right type of pass, kick, run and why?	When to select the right type of pass, shot and why?	How to apply aesthetics, body tension, extension, flow and stillness.	Perform different training methods with success. Identify components
	Tactical awareness of when to attack	when to attack and defend.	Tactical awareness of when to attack and defend.	Tactical awareness of when to attack and defend.	Tactical awareness of when to attack and defend.	Theory	of fitness and which test, method and sport they link to.
	and defend. Theory	Theory Identify benefits of	Theory	Theory	Theory	Identify benefits of warming up and cooling down	Understand the term FITTA and apply it to
		warming up and cooling down	Identify benefits of warming up and cooling down	Identify benefits of warming up and cooling down	Identify benefits of warming up and cooling down	Names and locations of muscles and bones Identify short term effects of exercise	practical sessions.

	Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Understand sportsmanship and gamesmanship	Know what healthy active life-styles are and why they are important. Theory Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short-term effects of exercise. Understand sportsmanship and gamesmanship
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Ecco Values / SMSC /	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
Cultural Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback. Show GRIT	Support one another, learning how to praise and give constructive feedback. Show GRIT	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT Building confidence to learn new skills	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Show GRIT	Show GRIT	Show GRIT	Show GRIT

	and tackle	Aim High	Aim High	Building confidence to	Building confidence to	Building confidence to	Building confidence to
	challenges.			learn new skills and	learn new skills and	learn new skills and	learn new skills and
	Challeriges.						
		Developing the right	Developing the right	tackle challenges.	tackle challenges.	tackle challenges.	tackle challenges.
	Aim High	attitudes to succeed	attitudes to succeed				
		when a skill may be	when a skill may be	Aim High	Aim High	Aim High	Aim High
	Developing the right	challenging.	challenging.				
	attitudes to succeed			Developing the right	Developing the right	Developing the right	Developing the right
	when a skill may be			attitudes to succeed	attitudes to succeed	attitudes to succeed	attitudes to succeed
	challenging.			when a skill may be	when a skill may be	when a skill may be	when a skill may be
				challenging.	challenging.	challenging.	challenging.
Literacy /	Key terminology of	Key terminology of the	Key terminology of the	Key terminology of	Key terminology of	Key terminology of	Key terminology of
Numeracy	the components of	components of a Warm-	components of a Warm-	the components of a	the components of a	the components of a	the components of a
	a Warm-Up and	Up and Cool-Down.	Up and Cool-Down.	Warm-Up and Cool-	Warm-Up and Cool-	Warm-Up and Cool-	Warm-Up and Cool-
Links	Cool-Down, Names	Names of muscles and	Names of muscles and	Down. Names of	Down. Names of	Down. Names of	Down, Names of
	of muscles and	bones. Key words used to	bones. Key words used to	muscles and bones.	muscles and bones.	muscles and bones.	muscles and bones.
	bones. Key words	describe short-term	describe short-term	Key words used to	Key words used to	Key words used to	Key words used to
	used to describe	effects.	effects.	describe short-term	describe short-term	describe short-term	describe short-term
	short-term effects.	circus.	circes.	effects.	effects.	effects.	effects.
	Shore term eneces.	Key words used:	Key words used:	cirects.	cirects.	cirects.	circus.
	Key words used:	Footwork	dribbling	Key words used in	Key words used:	Key words used:	Key words used:
	Passing	Contact	grip	Rugby i.e. Side tackle,	defence	aesthetics	Components of
	Beating an	Obstruction	passing	flat pass, punt, width,	dribbling	body tension	fitness
	opponent	Positions	scoring	diagonal/straight	offence	control	Methods of training
	Moving with the ball	Attacking	tackling	lines.	passing	extension	Continuous training
	Receiving	Defending	tacking	inics.	receiving	flexion	Fartlek training
	Defending	Deterioring	Scoring your own games.	Scoring your own	shooting	flow	Interval training
	Attacking		Scoring your own games.	games.	Shooting	stillness	Circuit training
	Dribbling	Scoring your own games.		gamesi		travel	Flexibility training
	Shooting	Scoring your own games.			Scoring your own	uavei	Fitness tests
	Shooting				games.	Counting rhythm in	FITTA
	Scoring your own					routine. Scoring of	11110
	games.					skills.	Counting reps, score,
	gaines.					SKIID	time, measuring.
							ume, measuring.

Year 7: Year Overview



Unit of Learning	Badminton	Dance	Table Tennis (Boys)	Rounders	Cricket	Tennis	Athletics
Skills	Serving Overhead clear Drop shot Net shot Smash Rules Leadership	 Dance actions Choreography Cannon Dynamics Styles Matching Mirroring Levels Leadership 	Grip Ball familiarisation Rallying Umpiring Serving Forehand Push Backhand Push Spin Leadership	Throwing Catching Batting Bowling Fielding skills Game based tactics Rules Leadership	Catching Fielding skills Bowling Batting Throwing Game based tactics Rules Leadership	Serve Ball familiarisation Forehand Backhand Volleys Lob Rules Leadership	Sprinting Jumping Throwing Middle distance Relay
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct technique to perform serve, clear, net shots in Badminton. When to select the right type of shot and why? Tactical awareness of when to attack and defend.	Identify ways to move around the space. How to apply cannon, mirroring, matching, levels and dynamics to a dance routine. How to apply aesthetics, body tension, extension, flow and stillness.	Identify correct technique to perform serve, push, and spin in Table Tennis. When to select the right type of shot and why? Tactical awareness of when to attack and defend.	Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Rounders. When to select the correct type of throw/catch and why?	Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Cricket. When to select the correct type of throw/catch and why? Tactical awareness	Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis. When to select the right type of shot and why? Tactical awareness of when to attack and defend.	Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay. Know the correct components of fitness for each type of activity. Tactical awareness
	Theory	Identify benefits of warming up and cooling down	Theory	Tactical awareness of where to stand in the field.	of where to stand in the field.		to outwit opponents.

	Identify benefits of	Names and locations of	Identify benefits of	Theory	Theory	Theory	Theory
	warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship	Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Ecco Values	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
/ SMSC / Cultural Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback. Show GRIT	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Building confidence to	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges.
		Developing the right attitudes to succeed					

	Aim High Developing the right attitudes to succeed when a skill may be challenging.	when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Serving Overhead clear Drop shot Net shot Smash Doubles Singles Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Dance actions Choreography Canon Dynamics Line dancing Bollywood Haka Matching Mirroring Levels Counting rhythm in routine. Scoring of dance routine.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: backhand forehand rally safety serving spin Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Rounders i.e. back hit, out, rounder, ½ rounder, no ball, bases. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Cricket i.e. wicket, out, six, four, no ball, runs. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Tennis i.e. Volley, lob, serve, forehand, backhand. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Athletics i.e. Event name, names of components of fitness. Timing, flash scoring, measuring.





Year 8: Year Overview 2021-22



Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Gymnastics (boys) Gymnastics (Girls)	Fitness
Skills	Skills from Y7 will be re-called, embedded and developed i.e. using both feet, different parts of the body to control. Passing Receiving Dribbling Shooting Defending Attacking Outwitting opponent Leadership	Skills from Y7 will be re-called, embedded and developed i.e. catching the ball on the run, pivoting, marking without the ball. Passing Footwork Obstructio n/contact Defending Attacking Positions Outwitting opponent Leadership	Skills from Y7 will be re-called, embedded and developed i.e. hit pass, reverse stick dribble, jab tackle. Grip Dribbling Passing Receiving Dribbling Shooting Attacking Defending Outwitting opponent Leadership	Skills from Y7 will be re-called, embedded and developed i.e. introducing different types of kicks, passing over distance, charge tackle. • Handling • Carrying • Passing • Receiving • Tackling • Outwitting opponent • Attacking • Defending • Kicking • Leadership	Skills from Y7 will be re-called, embedded and developed i.e. using both hands, jump shot, dribble with both hands. Passing Receiving Dribbling Shooting Attacking Defending Outwitting opponent Leadership	Core skills Locomotion Rolls Putting weight on hands Rotation Basic flight Balances Leadership Routines Girls Skills from Y7 Gymnastics will be re-called, embedded and developed i.e. floor routines, aesthetics, body tension, taking weight on hands. Hurdle step Dive roll Fly spring Vaulting	Core Skills Skills from Y7 Fitness will be re-called, embedded and developed i.e. Fitness tests, training methods, components of fitness, FITTA. • Principles of training • Leadership • Creativity
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct ways to pass, receive, dribble and shoot the ball in Football.	Identify correct ways to pass, receive, and use footwork and the	Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.	Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.	Identify correct ways to pass, receive, dribble and shoot the ball in Handball.	Identify ways to move around the space. How to apply weight to hands.	Explain fitness tests and carry them out correctly. Perform different training methods with success.

	Explain why each skill is used in	use of obstruction in Netball.	Explain why each skill is used in	Explain why each skill is used in	Explain why each skill is used in	How to apply aesthetics, body tension, extension,	Explain components of fitness and which test,
	different situations in the game and		different situations in the game and	different situations in the game and	different situations in the game and	flow and stillness.	method and sport they link to.
	how it can be used to beat an opponent.	Explain why each skill is used in different situations in the game and how it can be used	how it can be used to beat an opponent.	how it can be used to beat an opponent.	how it can be used to beat an opponent.	Identify different ways flight can be used and master vaulting.	Explain the term FITTA and apply it to practical sessions.
	When to select the right type of skill and why?	to beat an opponent.	When to select the right type of skill and why?	When to select the right type of skill and why?	When to select the right type of skill and why?	Explain what makes a good performance/routine.	Explain different types of training methods
	Tactical awareness of when to attack and defend.	When to select the right type of skill and why?	Tactical awareness of when to attack and defend.	Tactical awareness of when to attack and defend	Tactical awareness of when to attack and defend.	Theory Explain benefits of warming up and cooling	Identify and explain the principles of training.
	Theory	Tactical awareness of when to attack and defend.	Theory	Theory	Theory	down.	Theory
	Explain benefits of warming up and cooling down.	Theory	Explain benefits of warming up and cooling down.	Explain benefits of warming up and cooling down.	Explain benefits of warming up and cooling down.	Names and locations of muscles and bones. Explain short term effects	Explain benefits of warming up and cooling down.
	Names and locations of muscles and bones.	Explain benefits of warming up and cooling down.	Names and locations of muscles and bones.	Names and locations of muscles and bones.	Names and locations of muscles and bones.	of exercise. Explain sportsmanship and gamesmanship.	Names and locations of muscles and bones. Explain short term effects
	Explain short term effects of exercise.	Names and locations of muscles and bones.	Explain short term effects of exercise.	Explain short term effects of exercise.	Explain short term effects of exercise.	gamesmansmp.	of exercise.
	Explain	Explain short term	Explain	Explain	Explain		Explain sportsmanship and gamesmanship.
	sportsmanship and gamesmanship.	effects of exercise.	sportsmanship and gamesmanship.	sportsmanship and gamesmanship.	sportsmanship and gamesmanship.		
		Explain sportsmanship and gamesmanship.					
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)

Ecco Values	Work hard	Work hard	Work hard				
	WORKHAIU	WORK Haru	Work naru	WORKHAIU	VVOIK Hard	Work hard	WORK HAIG
/ SMSC / Cultural Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind				
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback. Show GRIT	Support one another, learning how to praise and give constructive feedback. Show GRIT
	Show GRIT	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and				
	Building confidence to learn new skills and tackle challenges.	Aim High Developing the right	tackle challenges. Aim High				
	Aim High	attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be				
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.		challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used:	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.
	Key words used: Passing Blocking Jockeying Receiving Defending	Key words used: Footwork Contact Obstruction Positions Attacking	Key words used: Grip Passing Dribbling Scoring Tackling	Key words used in Rugby i.e. Side tackle, flat pass, punt, width, diagonal/straight lines.	Key words used: Passing Receiving Dribbling Shooting Offence	Aesthetics Travel Stillness Extension Flexion Flow Body tension	Key words used: Components of fitness Methods of training Continuous training Fartlek training Interval training Circuit training

Attacking	Defending	Outwit an		Defence	Control	Flexibility training
Dribbling		opponent	Scoring your own	Tactics	Locomotion	Fitness tests
Shooting	Scoring your own		games.		Flight	FITTA
Control	games.	Scoring your own		Scoring your own	Hurdle step	Principles of training
Tactics		games.		games.	Dive roll	-
					Fly spring	Counting reps, score,
Scoring your own					Vaulting	time, measuring.
games.						
-					Counting rhythm in	
					routine. Scoring of skills.	





Year 8: Year Overview 2021-22

Unit of Learning	Badminton	Dance (Girls)	Table Tennis (Boys)	Rounders	Cricket	Tennis	Athletics
Skills	Core Skills	Core Skills	Core Skills	Core Skills	Core Skills	Core Skills	Core Skills
	Skills from Y7 will be re-called, embedded and developed i.e. high serve, skills performed from back of court, flick shots. Serving Overhead clear Drop shot Net shot Smash Rules Leadership	Skills from Y7 will be recalled, embedded and developed i.e. contact, creativity, solo's. Dance actions Choreography Cannon Dynamics Styles Matching Mirroring Levels Leadership	Skills from Y7 will be re-called, embedded and developed i.e. types of spin, flicks, loop. Grip Ball familiarisation Rallying Umpiring Serving Forehand Push Backhand Push Spin Leadership	Skills from Y7 will be re-called, embedded and developed i.e. types of bowling, triangle, backstop tactics. Throwing Catching Batting Bowling Fielding skills Game based tactics Rules Leadership	Skills from Y7 will be re-called, embedded and developed i.e. different types of shots, bowling action, fielding techniques. • Catching • Fielding skills • Bowling • Batting • Throwing • Game based tactics • Rules • Leadership	Skills from Y7 will be re-called, embedded and developed i.e. one hand backhand, overarm serve, spin. Serve Ball familiarisation Forehand Backhand Volleys Lob Rules Leadership	Skills from Y7 will be re-called, embedded and developed i.e. develop technique; develop preparation stage and performance stage. Sprinting Jumping Throwing Middle distance Relay
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct technique to perform serve, clear, net shots in Badminton. Explain why each skill is used in different situations in the game and how it can	Identify ways to move around the space. How to apply cannon, mirroring, matching, levels and dynamics to a dance routine.	Identify correct technique to perform serve, push, and spin in Table Tennis. Explain why each skill is used in different situations in the game and how it can be	Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Rounders. Explain why each skill is used in	Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Cricket. Explain why each skill is used in different situations	Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis. Explain why each skill is used in different situations in the game and how it can be	Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay. Know the correct components of fitness for each type of activity and

	be used to beat an opponent.	Explain why stimulus is used to help develop choreography.	used to beat an opponent.	different situations in the game and how it can be used	in the game and how it can be used to beat an	used to beat an opponent.	explain why they are needed.
	When to select the right type of skill and why?	Why to apply aesthetics, body tension, extension,	When to select the right type of skill and why?	to beat an opponent.	opponent. When to select the	When to select the right type of skill and why?	Tactical awareness to outwit opponents.
	Tactical awareness of when to attack and defend.	flow and stillness. Theory	Tactical awareness of when to attack and defend.	When to select the right type of skill and why?	right type of skill and why? Tactical awareness	Tactical awareness of when to attack and defend.	Theory Explain benefits of
	Theory	Explain benefits of warming up and cooling down.	Theory	Tactical awareness of where to stand in the field.	of where to stand in the field.	Theory	warming up and cooling down. Names and locations
	Explain benefits of warming up and cooling down.	Names and locations of muscles and bones.	Explain benefits of warming up and cooling down.	Theory	Theory Explain benefits of	Explain benefits of warming up and cooling down.	of muscles and bones.
	Names and locations of muscles and	Explain short term effects of exercise.	Names and locations of muscles and bones.	Explain benefits of warming up and cooling down.	warming up and cooling down.	Names and locations of muscles and bones.	Explain short term effects of exercise.
	bones. Explain short term effects of exercise.	Explain sportsmanship and gamesmanship.	Explain short term effects of exercise.	Names and locations of muscles and bones.	Names and locations of muscles and bones.	Explain short term effects of exercise.	Explain sportsmanship and gamesmanship.
	Explain sportsmanship and		Explain sportsmanship and gamesmanship.	Explain short term effects of exercise.	Explain short term effects of exercise.	Explain sportsmanship and gamesmanship.	
	gamesmanship.			Explain sportsmanship and gamesmanship.	Explain sportsmanship and gamesmanship.		
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Ecco Values	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
/ SMSC / Cultural Capital Links	Working independently and	Working independently and engaged in learning new skills.	Working independently and	Working independently and	Working independently and	Working independently and	Working independently and

	engaged in learning	Be Kind	engaged in learning	engaged in learning	engaged in learning	engaged in learning	engaged in learning
	new skills.	De Killu	new skills.	new skills.	new skills.	new skills.	new skills.
	HEW SKIIIS.	Comment	Hew skills.	Hew Skills.	HEW SKIIIS.	Hew Skills.	Hew skills.
	Be Kind	Support one another,	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Be Kina	learning how to praise and give constructive feedback.	Be Kind	Be Kina	Be Kina	Be Kind	Be Kind
		give constructive reedback.					
	Support one another,		Support one another,	Support one	Support one	Support one another,	Support one another,
	learning how to	Show GRIT	learning how to praise	another, learning	another, learning	learning how to praise	learning how to
	praise and give		and give constructive	how to praise and	how to praise and	and give constructive	praise and give
	constructive feedback.	Building confidence to	feedback.	give constructive feedback.	give constructive feedback.	feedback.	constructive feedback.
	reeuback.	learn new skills and tackle		reeuback.	reeuback.		reedback.
	a	challenges.	Show GRIT			Show GRIT	
	Show GRIT			Show GRIT	Show GRIT		Show GRIT
		Aim High	Building confidence to			Building confidence to	
	Building confidence to		learn new skills and	Building confidence	Building confidence	learn new skills and	Building confidence
	learn new skills and	Developing the right	tackle challenges.	to learn new skills	to learn new skills	tackle challenges.	to learn new skills
	tackle challenges.	attitudes to succeed when		and tackle	and tackle		and tackle
		a skill may be challenging.	Aim High	challenges.	challenges.	Aim High	challenges.
	Aim High						
			Developing the right	Aim High	Aim High	Developing the right	Aim High
	Developing the right		attitudes to succeed			attitudes to succeed	
	attitudes to succeed		when a skill may be	Developing the right	Developing the	when a skill may be	Developing the right
	when a skill may be		challenging.	attitudes to succeed	right attitudes to	challenging.	attitudes to succeed
	challenging.			when a skill may be	succeed when a		when a skill may be
				challenging.	skill may be		challenging.
					challenging.		
Literacy /	Key terminology of	Key terminology of the	Key terminology of the	Key terminology of	Key terminology of	Key terminology of the	Key terminology of
Numeracy	the components of a	components of a Warm-Up and Cool-Down. Names of	components of a	the components of	the components of	components of a	the components of a
Links	Warm-Up and Cool- Down. Names of	muscles and bones. Key	Warm-Up and Cool- Down. Names of	a Warm-Up and Cool-Down. Names	a Warm-Up and Cool-Down. Names	Warm-Up and Cool- Down. Names of	Warm-Up and Cool- Down. Names of
	muscles and bones.	words used to describe	muscles and bones.	of muscles and	of muscles and	muscles and bones.	muscles and bones.
	Key words used to	short-term effects.	Key words used to	bones. Key words	bones. Key words	Key words used to	Key words used to
	describe short-term	Short term cheets.	describe short-term	used to describe	used to describe	describe short-term	describe short-term
	effects.	Key words used:	effects.	short-term effects.	short-term effects.	effects.	effects.
		Dance actions					
	Key words used:	Choreography	Key words used:	Key words used in	Key words used in	Key words used in	Key words used in
	High serve	Canon	Backhand	Rounders i.e. back	Cricket i.e. wicket,	Tennis i.e. Volley, lob,	Athletics i.e. Event
	Overhead clear	Dynamics	Block shot	hit, out, rounder, 1/2	out, six, four, no	serve, forehand,	name, names of
	Drop shot	Line dancing	Flick	rounder, no ball,	ball, runs.	backhand.	components of
	Net shot	Rock and Roll	Forehand	bases.			fitness.
	Flick shot	Matching	Lob		Scoring your own	Scoring your own	
	Doubles/singles	Mirroring	Loop	Scoring your own	games.	games.	Timing, flash scoring,
	Underarm shot	Levels	Rally	games.			measuring.
	Ready position	Contact	Safety				

	Stimulus	Serving		
Scoring your own	Motif	Smash		
games.	Formation	Spin		
		Umpiring		
	Counting rhythm in			
	routine. Scoring of dance	Scoring your own		
	routine.	games.		



Year 9: Year Overview

Netball.

Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Trampolining	Fitness
Skills	Advanced skills	Advanced skills	Advanced skills	Advanced skills	Advanced skills	Advanced skills	Advanced Skills
	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. use of swerve, volleys, marking player without the ball. Passing Receiving Passing Receiving Dribbling Shooting Defending Attacking Outwitting opponent Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. passing over midlong distance, shooting stepping, catching in the air. Passing Passing Footwork Obstructio n/contact Defending Attacking Positions Outwitting opponent Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. reverse stick passing, aerial, Indian dribble. Grip Dribbling Passing Receiving Dribbling Shooting Attacking Defending Outwitting opponent Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Spin pass, smothering, scrums. Handling Carrying Passing Receiving Tackling Outwitting opponent Attacking Defending Kicking Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. catching one handed, falling shot, and screening. Passing Receiving Pribbling Shooting Attacking Defending Outwitting opponent Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed from aesthetics and pupils will be introduced to advanced skills within this sport i.e. combining skills to make a routine. Rotation Seat landing Front Landing Back Landing Cradle Swivel hips Front Somersault Back Somersault Leadership Routines	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. short term effects of exercise, long term effects of exercise, normative data, different types of HR lead and design a training session. • Fitness Test • Training Methods • Component of Fitness • FITTA • Principles of training
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct ways to pass, receive, dribble and shoot the ball in Football.	Identify correct ways to pass, receive, and use footwork and the use of obstruction in	Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.	Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.	Identify correct ways to pass, receive, dribble and shoot the ball in Handball.	Identify ways to move around the space. How to apply weight to hands.	Justify fitness tests and carry them out correctly. Perform, design and

How to apply aesthetics, body

lead different training



		I			I	I	
	Justify why each	Justify why each	Justify why each	Justify why each	Justify why each	tension, extension, flow	methods with
	skill is used in	skill is used in	skill is used in	skill is used in	skill is used in	and stillness.	success.
	different situations	different situations	different situations	different situations	different situations		
	in the game and	in the game and	in the game and	in the game and	in the game and	Justify why each skill is	Justify the term
	how it can be used	how it can be used	how it can be used	how it can be used	how it can be used	used in different	FITTA and apply it to
	to beat an	to beat an	to beat an	to beat an	to beat an	situations in the	practical sessions.
	opponent.	opponent.	opponent.	opponent.	opponent.	performance and how it	·
						can be used to beat an	Justify different types
	When to select the	When to select the	When to select the	When to select the	When to select the	opponent.	of training methods
	right type of skill	right type of skill	right type of skill	right type of skill	right type of skill		or training methods
	and why?	and why?	and why?	and why?	and why?	Theory	
	aa, .	a, .	a, .	a, .	,	Theory	Justify the principles
	I	-	-	- ·· ·			of training.
	Tactical awareness	Tactical awareness	Tactical awareness	Tactical awareness	Tactical awareness	Benefits of warming up	
	of when to attack	of when to attack	of when to attack	of when to attack	of when to attack	and cooling down	Theory
	and defend.	and defend.	and defend.	and defend	and defend.	Named and locations of	,
						muscles and bones	Dan esta es comunica
	Theory	Theory	Theory	Theory	Theory	Short term effects of	Benefits of warming
						exercise	up and cooling down
	Benefits of warming	Benefits of warming	Benefits of warming	Benefits of warming	Benefits of warming	Sportsmanship	Names and locations
	up and cooling	up and cooling	up and cooling	up and cooling	up and cooling	,	of muscles and bones
	down	down	down	down	down		Short term effects of
	Named and	Named and	Named and	Named and	Named and		exercise
	locations of muscles	locations of muscles	locations of muscles	locations of muscles	locations of muscles		Long term effects of
	and bones	and bones	and bones	and bones	and bones		exercise
	Short term effects	Short term effects	Short term effects	Short term effects	Short term effects		Normative data
	of exercise	of exercise	of exercise	of exercise	of exercise		Recording HR
	Sportsmanship	Sportsmanship	Sportsmanship	Sportsmanship	Sportsmanship		
	Gamesmanship	Gamesmanship	Gamesmanship	Gamesmanship	Gamesmanship	Calf accessment	Calf assessment
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment
	(every half term)	(every half term)	(every half term)	(every half term)	(every half term)	(every half term)	(every half term)
Ecco Values	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
/ SMSC /	-	-	• • • • • • • • • • • • • • • • • • • •			2	**********
Cultural	Working	Working	Working	Working	Working	Working independently	Working
	independently and	independently and	independently and	independently and	independently and	and engaged in	independently and
Capital	engaged in learning	engaged in learning	engaged in learning	engaged in learning	engaged in learning	learning new skills.	engaged in learning
Links	new skills.	new skills.	new skills.	new skills.	new skills.	learning new skills.	new skills.
	HEW SKIIIS.	HEW SKIIIS.	HEW SKIIIS.	HEW SKIIIS.	HEW SKIIIS.		HEW SKIIIS.
						Be Kind	

	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Support one another,	Be Kind
	De Miliu	De Milu	De Miliu	De Miliu	De Milu	learning how to praise	De Killu
	Support one	Support one	Support one	Support one	Support one	and give constructive	Support one another,
	another, learning	another, learning	another, learning	another, learning	another, learning	feedback.	learning how to
	how to praise and	how to praise and	how to praise and	how to praise and	how to praise and		praise and give
	give constructive	give constructive	give constructive	give constructive	give constructive	Show GRIT	constructive
	feedback.	feedback.	feedback.	feedback.	feedback.	Show GKI	feedback.
	recuback.	iccuback.	recuback.	recuback.	recuback.	Dellate a see Calendar to	recuback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Building confidence to learn new skills and	Show GRIT
	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT	tackle challenges.	Show GRIT
	Building confidence	Building confidence	Building confidence	Building confidence	Building confidence		Building confidence to
	to learn new skills	to learn new skills	to learn new skills	to learn new skills	to learn new skills	Aim High	learn new skills and
	and tackle	and tackle	and tackle	and tackle	and tackle		tackle challenges.
	challenges.	challenges.	challenges.	challenges.	challenges.	Developing the right	
						attitudes to succeed	Aim High
	Aim High	Aim High	Aim High	Aim High	Aim High	when a skill may be	_
						challenging.	Developing the right
	Developing the right	Developing the right	Developing the right	Developing the right	Developing the right		attitudes to succeed
	attitudes to succeed	attitudes to succeed	attitudes to succeed	attitudes to succeed	attitudes to succeed		when a skill may be
	when a skill may be	when a skill may be	when a skill may be	when a skill may be	when a skill may be		challenging.
	challenging.	challenging.	challenging.	challenging.	challenging.		
Literacy /	Key terminology of	Key terminology of	Key terminology of	Key terminology of	Key terminology of	Key terminology of the	Key terminology of
Numeracy	the components of	the components of	the components of	the components of	the components of	components of a	the components of a
Links	a Warm-Up and	a Warm-Up and	a Warm-Up and	a Warm-Up and	a Warm-Up and	Warm-Up and Cool-	Warm-Up and Cool-
	Cool-Down. Names	Cool-Down. Names	Cool-Down. Names	Cool-Down. Names	Cool-Down. Names	Down. Names of	Down. Names of
	of muscles and	of muscles and	of muscles and	of muscles and	of muscles and	muscles and bones.	muscles and bones.
	bones. Key words	bones. Key words	bones. Key words	bones. Key words	bones. Key words	Key words used to	Key words used to
	used to describe	used to describe	used to describe	used to describe	used to describe	describe short-term	describe short-term
	short-term effects.	short-term effects.	short-term effects.	short-term effects.	short-term effects.	effects.	effects.
	Key words used:	Key words used:	Key words used:	Key words used in	Key words used:	Key words used:	Key words used:
	Passing	Footwork	Grip	Rugby i.e. Side	Passing	Seat landings	Components of fitness
	Blocking Jockeying	Contact	Passing	tackle, flat pass,	Receiving	Back landing	Continuous training/
	Receiving	Obstruction	Dribbling	punt, width,	Dribbling	Front landing	sustained running
	Defending	Positions	Scoring	diagonal/straight	Shooting	Somersaults	Fartlek training Interval training
	Attacking Dribbling	Attacking	Tackling	lines.	Offence	Cradle	Circuit training
	Shooting	Defending	Outwit an		Defence	Swivel hips	Boxercise
	Outwitting an Opponent		opponent	Scoring your own	Tactics		FITTA
	Tactics Shooting	Scoring your own		games.		Counting rhythm in	Principles of training
	Shooting	games.	Scoring your own		Scoring your own	routine. Scoring of	Methods of training
	Scoring your own games.		games.		games.	skills.	Counting reps, score,
							time, measuring.

Year 9: Year Overview



Unit of Learning	Badminton	Dance (Girls)	Table Tennis	Rounders	Cricket	Tennis	Athletics
Skills	Advanced Skills Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Flick serve, backhand overhead clear, backhand smash. Serving Overhead clear Drop shot Net shot Smash Rules Leadership	Advanced Skills Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Leaps, balances, motifs and climax. Dance actions Choreography Cannon Dynamics Styles Matching Mirroring Levels Leadership	Advanced Skills Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advance skills within this sport i.e. Backhand loop, backhand lob, backhand block. Grip Ball familiarisation Rallying Umpiring Serving Forehand Push Backhand Push Spin Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. umpiring, tactical play, and burnout. Throwing Catching Batting Bowling Fielding skills Game based tactics Rules Leadership	Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. off/on drive, pick up on the run, variation in delivery of bowling. Catching Fielding skills Bowling Batting Throwing Game based tactics Rules Leadership	Advanced Skills Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Slice/topspin on forehand and backhand stroke, use of spin on the serve, overhead/smash. Serve Ball familiarisation Forehand Backhand Volleys Lob Rules Leadership	Advanced Skills Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Running – foot strike/cadence, Jumping – appropriate speed for take-off, Throwing – use of cross step/glide. Sprinting Jumping Throwing Middle distance Relay
Knowledge	Practical	Practical	Practical	Practical	Practical	Practical	Practical
	Identify correct technique to perform serve, clear, net shots in Badminton.	Identify ways to move around the space. How to apply cannon, mirroring, matching,	Identify correct technique to perform serve, push, and spin in Table Tennis.	Identify correct technique to perform throwing, catching, fielding skills, batting and	Identify correct technique to perform throwing, catching, fielding	Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis.	Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay.

	Justify why each skill is used in different situations in the game and how it can be used to beat an opponent. When to select the right type of skill and why? Tactical awareness of when to attack and defend. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	levels and dynamics to a dance routine. Explain why stimulus is used to help develop choreography. Justify why each skill is used in different situations in the performance and how it can be used to beat an opponent. Why to apply aesthetics, body tension, extension, flow and stillness. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship	Justify why each skill is used in different situations in the game and how it can be used to beat an opponent. When to select the right type of skill and why? Tactical awareness of when to attack and defend. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	bowling in Rounders. Justify why each skill is used in different situations in the game and how it can be used to beat an opponent. When to select the right type of skill and why? Tactical awareness of where to stand in the field. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	skills, batting and bowling in Cricket. Justify why each skill is used in different situations in the game and how it can be used to beat an opponent. When to select the right type of skill and why? Tactical awareness of where to stand in the field. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Justify why each skill is used in different situations in the game and how it can be used to beat an opponent. When to select the right type of skill and why? Tactical awareness of when to attack and defend. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Justify the correct components of fitness for each type of activity and justify why they are needed. Tactical awareness to outwit opponents. Theory Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship
Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Ecco Values	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
/ SMSC /							
Cultural Capital Links	Working independently and		Working independently and	Working independently and	Working independently and	Working independently and	Working independently and

	engaged in learning new skills.	Working independently and engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges. Aim High	Building confidence to learn new skills and tackle challenges.
	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool- Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used:	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Dance actions	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in	Key terminology of the components of a Warm-Up and Cool- Down. Names of muscles and bones. Key words used to describe short-term effects.
	Backhand Doubles tactics Serving Smash	Choreography Canon Dynamics Line dancing	Table Tennis i.e. serve, push, backhand/forehand, rally.	Rounders i.e. back hit, out, rounder, ½ rounder, no ball, bases.	Cricket i.e. wicket, out, six, four, no ball, runs.	Tennis i.e. Volley, lob, serve, forehand, backhand.	Athletics i.e. Event name, names of components of fitness.
	Overhead clear Drop shot Net shot Flick shot	Matching Mirroring Levels	Scoring your own games.	Scoring your own games.	Scoring your own games.	Scoring your own games.	Timing, flash scoring, measuring.

Ready position	Contact Stimulus			
Scoring your own games.	Motif Formation			
gacs.	Travelling Focus			
	Counting rhythm in			
	routine. Scoring of dance routine.			

Subject: GCSE P.E

Year 10: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	Skeletal + Muscular System	Movement Analysis + Cardiovascular System	Respiratory System + Short/Long term effects	Components of Fitness + Principles of Training + Training Methods	Warm-ups / Cool downs	Preventing injury in Sport
Skills	Identify and locate names of muscles and bones. Analyse exam questions and develop exam technique.	Identify and explain planes of movement, levers, axis of rotation, components of the CV system. Analyse exam questions and develop exam	Interpreting figures and data. Plotting and describing graphs. Analyse exam questions and develop exam technique.	Identify and explain different components of fitness. Explain and apply principles of training and training methods. Analyse exam questions and	Identify, explain and justify the components of a warm and cool down. Analyse exam questions and develop exam technique.	Identify, explain and justify why people use protective equipment, rules and regulations. Analyse exam questions and develop exam technique.
	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	develop exam technique. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
Knowledge	Identification of location – bones + muscles. Function of bones + muscles. Movement	Identification of Levers Planes of movement Axis of Rotation Label the heart Function of the heart Role of vessels	Identify the structure and function of the respiratory system. Definitions of aerobic / anaerobic respiration. Explain and apply the effects of exercise on 4 systems.	Identify all components of fitness. Link to fitness tests. Apply to components of fitness to sporting examples. Identify each principle of training.	Identify the components of a warm-up / cool down. Explain the benefits of a W-U + C-D.	Explain how injuries occur and how to prevent them. Why rules and regulations are used.

·		1	1	T .	,
				Apply to sporting	
				examples.	
				Identify each training	
				method.	
				metriod.	
				Explain each training	
				method and apply to	
				sporting examples.	
Assessment	DART		DART	Mock Exam	DART
Recall content +	Identification of		Identification of		Identification of
%	location – bones +		location – bones +		location – bones +
70	muscles, Function of		muscles, Function of		muscles, Function of
	bones + muscles,		bones + muscles,		bones + muscles,
	Movement,		Movement,		Movement,
	Identification of		Identification of		Identification of
	Levers, Planes of		Levers, Planes of		Levers, Planes of
	movement, Axis of		movement, Axis of		movement, Axis of
	Rotation.		Rotation, Label the		Rotation, Label the
	Rotation.				
			heart, Function of the		heart, Function of the
	100%		heart, Role of vessels,		heart, Role of vessels,
			Identify the structure		Identify the structure
			and function of the		and function of the
			respiratory system,		respiratory system,
			Definitions of aerobic		Definitions of aerobic
			/ anaerobic		/ anaerobic
			respiration, Explain		respiration, Explain
			and apply the effects		and apply the effects
			of exercise on 4		of exercise on 4
			systems, Identify all		systems, Identify all
			components of		components of
			fitness, Link to fitness		fitness, Link to fitness
			tests, Apply to		tests, Apply to
			components of fitness		components of fitness
			to sporting examples.		to sporting examples,
			to operang examples		Identify each principle
			400/		of training, Apply to
			40%		sporting examples,
					Identify each training
					method, Explain each
					training method and
					apply to sporting
					examples, Identify
					the components of a

						warm-up / cool down, Explain the benefits of a W-U + C-D, Explain how injuries occur and how to prevent them, Why rules and regulations are used.
Ecco Values /	Work hard					
SMSC / Cultural Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind					
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT					
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
	Aim High					
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3 Reading data on graphs and plotting graphs.	Key vocab AO3 Recording data and comparing to normative data.	Key vocab AO3	Key vocab AO3

Subject: Cambridge National Sport Science

Year 10/11: Year Overview



Unit of Learning	R180 (taught over Y10 and Y11)					
Topic	Topic Area 1:	Topic Area 2:	Topic Area 3:	Topic Area 4:	Topic Area 5:	
	Different factors which influence the risk and severity of injury.	Warm up and cool down routines.	Different types and causes of sports injuries.	Reducing risk, treatment and rehabilitation of sports injuries and medical conditions.	Causes, symptoms and treatment of medical conditions.	
Builds on Retrieval opportunities		Knowledge from TA1 R180 & R181	Knowledge from TA1 and TA2 R180 & R181	Knowledge from TA1, TA2 and TA3 R180 & R181	Knowledge from TA1, TA2, TA3 and TA4 R180 & R181	Knowledge from TA1, TA2, TA3, TA4 and TA5 R180 & R181
Procedural, experimental and disciplinary knowledge	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	
Skills	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	
Substantive Knowledge	Extrinsic factors and Intrinsic factors of injury.	Physical benefits of WU + CD, psychological benefits WU + CD, components of WU + CD, specific needs of WU + CD, environmental factors.	Acute + chronic injuries. Types, causes + treatment of injuries. How to respond to injury in sporting context.	EAP. Risk assessment. Strategies to help reduce injuries. SALTAPS. DRABC. Treatments and therapies.	Symptoms and responses to: Asthma Diabetes Epilepsy Sudden Cardiac Arrest Hypothermia Heat Exhaustion Dehydration	
Summative Assessment	End of topic test	End of topic test	End of topic test	End of topic test	End of topic test	DART Mock Exam Official Exam

Independent Learning Tasks	Independent writing (Exam technique)					
	Group work practical's					
	Individual practical's					
	peer teaching and group work in lesson time					
Personal Development	Work hard					
Development	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind					
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT					
	Building confidence to learn new skills and tackle challenges.					
	Aim High					
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key vocab AO3					

Subject: Cambridge National Sport Science

Year 10: Year Overview

Unit of Learning	R181			
Topic	Topic Area 1:	Topic Area 2:	Topic Area 3:	Topic Area 4:
	Components of fitness applied in sport.	Principles of training in sport.	Organising and planning a fitness training programme.	Evaluate own performance in planning and delivery of a fitness training programme.
Builds on Retrieval opportunities		Knowledge from TA1 R180 & R181.	Knowledge from TA1 and TA2 R180 & R181.	Knowledge from TA1, TA2 and TA3 R180 & R181.
Procedural, experimental and disciplinary knowledge	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Analyse exam questions and develop exam technique.
Skills	The ability to work independently.	The ability to work independently.	The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
Substantive Knowledge	Components of fitness and their requirement to specific sports. Fitness tests. Interpreting data.	Principles of training and goal setting. Methods of training. Aerobic vs anaerobic exercise.	Factors to consider when designing a fitness programme. Planning a fitness based training programme. Recording results.	Effectiveness of a fitness training programme. Strengths and further development of fitness training programme.



	Devise and conduct skill based fitness			
	tests.			
Summative Assessment	Coursework	Coursework	Coursework	Coursework
Independent Learning Tasks	Independent writing (coursework)	Independent writing (coursework)	Independent writing (coursework)	Independent writing (coursework)
	Group work practical's	Group work practical's	Group work practical's	Group work practical's
	Individual practical's	Individual practical's	Individual practical's	Individual practical's
	peer teaching and group work in lesson time			
Personal	Work hard	Work hard	Work hard	Work hard
Development				
	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
	Aim High	Aim High	Aim High	Aim High
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.

Literacy /	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3
Numeracy Links				

Subject: Core PE

Year 10: Year Overview



Unit of Learning	SPORT EDUCATION	COOPERATIVE LEARNING	PERSONALISED SYSTEM FOR INSTRUCTION
Topics	Throughout the year this cohort of pupils will be competing, leading and performing at high intensity in a range of sports such as: • Football • Netball • Basketball • Handball • Hockey • Table Tennis • Badminton • Rounders • Tennis	Throughout the year this cohort of pupils will be participating, leading, designing and creating, and sometimes compete in a range of sports such as: • Fitness • Badminton • Trampolining • Netball • Basketball • Football • Table Tennis • Rounders • Tennis	Throughout the year this cohort of pupils will be participating and leading in a range of sports such as: Trampolining Dance Football Fitness Dodgeball Badminton Rounders Problem solving OAA Alternative sports (Ultimate Frisbee, Tchoukball)
Skills	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch. Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch. Tactical awareness of when to attack and defend and strategies to beat opponents. Lead a warm up, practice and officiating of games.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch. Tactical awareness of when to attack and defend and strategies to beat opponents. Lead a warm up, practice and officiating of games.

	Tactical awareness of when to attack and defend and strategies to beat opponents.	Perform, design and lead different training methods with success.	Develop leadership, teamwork and interpersonal skills.
	Lead a warm up, practice and officiating of games.	Develop leadership, teamwork and interpersonal skills.	
	Perform, design and lead different training methods with success.		
	Develop leadership, teamwork and interpersonal skills.		
Knowledge	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship
Assessment	ATL	ATL	ATL
Ecco Values / SMSC / Cultural	Work hard	Work hard	Work hard
Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
	Aim High	Aim High	Aim High
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.

Subject: Cambridge National Sport Science

Year 11: Year Overview

Unit of Learning	R182			
Topic	Topic Area 1:	Topic Area 2:	Topic Area 3:	Topic Area 4:
	The cardio-respiratory system and how the use of technology supports different types of sports and their intensities.	The musculo-skeletal system and how the use of technology supports different types of sports and their movements.	Short-term effects of exercise on the cardio-respiratory and musculoskeletal systems.	Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems.
Builds on Retrieval opportunities	Knowledge from KS3 fitness lessons	Knowledge from TA1 R180, R181 & R182.	Knowledge from TA1 and TA2 R180, R181 & R182.	Knowledge from TA1, TA2 and TA3 R180, R181 & R182.
Procedural, experimental and disciplinary knowledge Skills	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.
Substantive Knowledge	Components, function and role of cardio-	The components and role of the musculo-	The different short- term effects of	The long-term effects of exercise on the

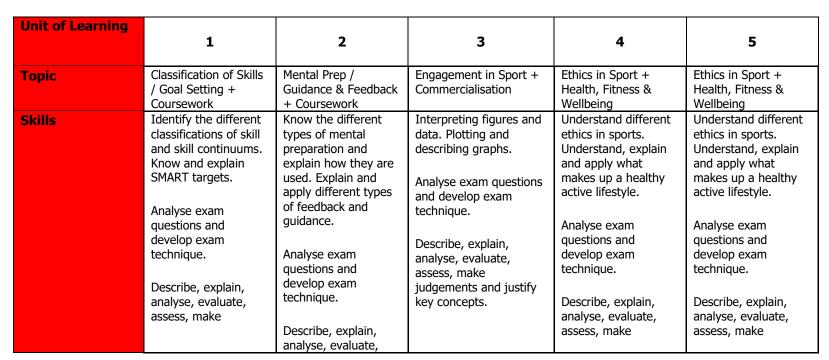


	respiratory system during exercise.	skeletal system in producing movement.	exercise on the cardio-respiratory and musculo-skeletal	cardio-respiratory and musculo-skeletal systems.
	Cardio-respiratory sports technology.	Musculo-skeletal sports technology.	systems.	
Summative Assessment	Coursework	Coursework	Coursework	Coursework
Independent Learning Tasks	Independent writing (coursework)	Independent writing (coursework)	Independent writing (coursework)	Independent writing (coursework)
	Group work practical's	Group work practical's	Group work practical's	Group work practical's
	Individual practical's	Individual practical's	Individual practical's	Individual practical's
	peer teaching and group work in lesson time			
Personal Development	Work hard	Work hard	Work hard	Work hard
Development	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
	Aim High	Aim High	Aim High	Aim High
	Developing the right attitudes to succeed			

	when a skill may be challenging.	when a skill may be challenging.	when a skill may be challenging.	when a skill may be challenging.
Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3 +/-x Averages	Key vocab AO3 +/-x Averages

Subject: GCSE P.E

Year 11: Year Overview





	judgements and justify key concepts. The ability to work independently.	assess, make judgements and justify key concepts. The ability to work independently.		judgements and justify key concepts.	judgements and justify key concepts.
Knowledge	Definition of motor skill Explanation of open/closed + simple/complex Explain and apply goal setting to sporting examples.	Apply practical examples to mental prep techniques. Explain types of guidance and feedback. Apply to practical examples.	Look at trends in sport and factors that affect participation. Discuss the influence media has on participation. Sport-Media-Sponsorship (Golden Triangle).	Identify the difference between sportsmanship / gamesmanship / deviance. Identify performance enhancing drugs and impact on sport. Justify reasons for violence in sport. Identify physical, emotional and social benefits from physical activity.	Identify components of a balanced diet and the effect on performance. Recall knowledge from paper 1 / paper 2.
Assessment	DART	Mock Exam - Paper 1 + Paper 2	DART	Mock Exam - Paper 1 + Paper 2	EXAMS
Recall content + %	Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples.		Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples, Look at trends in sport and factors that affect participation, Discuss the influence media has on participation, Sport- Media-Sponsorship (Golden Triangle),		

			Identify the difference between sportsmanship / gamesmanship / deviance, Identify performance enhancing drugs and impact on sport, Justify reasons for violence in sport, Identify physical, emotional and social, Identify components of a balanced diet and the effect on performance.		
			50%		
Ecco Values /	Work hard	Work hard	Work hard	Work hard	Work hard
SMSC / Cultural					
Capital Links	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback. Show GRIT	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Building confidence to learn new skills and	Show GRIT	Show GRIT
	Building confidence to learn new skills and	Building confidence to learn new skills and	tackle challenges.	Building confidence to learn new skills and	Building confidence to learn new skills and
	tackle challenges.	tackle challenges.	Aim High	tackle challenges.	tackle challenges.
	Aim High	Aim High	Developing the right attitudes to succeed	Aim High	Aim High
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.

Literacy /	Key vocab AO3				
Numeracy Links					

Subject: Core PE

Year 11: Year Overview



Unit of Learning	SPORT EDUCATION	COOPERATIVE LEARNING	PERSONALISED SYSTEM FOR INSTRUCTION
Topics	Throughout the year this cohort of pupils will be competing, leading and performing at high intensity in a range of sports such as: • Football • Netball • Basketball • Handball • Hockey • Table Tennis • Badminton • Rounders • Tennis	Throughout the year this cohort of pupils will be participating, leading, designing and creating, and sometimes compete in a range of sports such as: • Fitness • Badminton • Trampolining • Netball • Basketball • Football • Table Tennis • Rounders • Tennis	Throughout the year this cohort of pupils will be participating and leading in a range of sports such as: Trampolining Dance Football Fitness Dodgeball Badminton Rounders Problem solving OAA Alternative sports (Ultimate Frisbee, Tchoukball)
Skills	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.

	Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.	Tactical awareness of when to attack and defend and strategies to beat opponents.	Tactical awareness of when to attack and defend and strategies to beat opponents.
	Tactical awareness of when to attack and defend and strategies to beat opponents.	Lead a warm up, practice and officiating of games.	Lead a warm up, practice and officiating of games.
	Lead a warm up, practice and officiating of games.	Perform, design and lead different training methods with success.	Develop leadership, teamwork and interpersonal skills.
	Perform, design and lead different training methods with success.	Develop leadership, teamwork and interpersonal skills.	
	Develop leadership, teamwork and interpersonal skills.		
Knowledge	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship	Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship
			Carriesmansmp
Assessment	ATL	ATL	ATL
Ecco Values /	ATL Work hard	ATL Work hard	
			ATL
Ecco Values / SMSC / Cultural	Work hard Working independently and engaged in	Work hard Working independently and engaged in	Work hard Working independently and engaged in
Ecco Values / SMSC / Cultural	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.
Ecco Values / SMSC / Cultural	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to
Ecco Values / SMSC / Cultural	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback.
Ecco Values / SMSC / Cultural	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills

Literacy /	
Numeracy	Links

Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.

Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.

Scoring, timing, measuring.

Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.

Scoring, timing, measuring.

Work Hard | Be Kind | Aim High | Show GRIT