

Year 7	Intent
	<ul style="list-style-type: none"> <li>• To deliver lessons that cover a variety for sports to cater for all student interests.</li> <li>• Lessons delivered at different times of the year based on seasonal factors/ weather/space/staffing.</li> <li>• The priority is to keep students active and engaged.</li> <li>• Opportunities for leadership during warm-up and game related activities (strategies/tactics)</li> <li>• By the end of Year 7, most students to know the major muscles and bones that are covered in the GCSE syllabus.</li> </ul>

Feb-Easter	Overview
	<p>7Y 2 Girls groups – Athletics &amp; Lacrosse 7Y 2 Boys groups – Athletics &amp; Tennis</p> <p>7G – Set 1 Girls – Athletics &amp; Lacrosse Set 1 Boys – Athletics &amp; Tennis Mixed set – Athletics &amp; Tennis</p> <p>Students are split into set 1 &amp; 2 based on overall ability (we believe this gives further opportunities for all students to experience success, gain confidence and be stretched and challenged)</p> <p><b>Not all groups will cover all topic areas below, these are for general guidance. Progression from one lesson to another will depend on each individual group and how well they can complete the skills being taught. A lesson may need to be repeated or they may need more time on a specific skill before they can progress to the next skill.</b></p>

## Tennis

<b>YEAR 7</b>	<b>Tennis</b>		
<b>Lesson</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>1</b>	Racket and ball familiarisation and the ready position Basic technique for the forehand Basic rules and areas of the court. Understand what a groundstroke rally is.	Application of the correct grip and its use. Importance of movement, body position. Understanding of the boundaries of the court and areas of play.	Successful grip of the racket and execution of a basic groundstroke Rally using the forehand. Correct ready position Correct body position for the execution of the forehand
<b>2</b>	Importance of ball placement to win rally. Singles gameplay	Application of the correct grip and its use. Importance of movement, body position and ball placement to outwit opponents.	Variation of shot, depth and placement of the ball
<b>3</b>	Basic technique for the backhand. Movement and body position to execute a basic forehand and backhand in a simple rally	Application of the teaching points for the backhand both in isolation and game play. Application of movement and body position to execute forehand and backhand groundstrokes.	Successful execution and body position for the backhand. Successful demonstration of a rally and movement on the court.
<b>4</b>	Basic underarm serve with control and timing. Basic game play with basic rules. What makes a performance effective	Execute a basic serve (underarm and overarm) and continue with a rally Application of the basic rules of a game and boundaries of the court. Application of knowledge to improve their own and others' work	Successful execution of a serve. Service rules and basic game. Key skills/factors to improve performance
<b>5,6,7</b>	Game play, matches, competition	Demonstrate previous skills learned	Outcome/performance/ communication

<u>Year 7</u>	<b>LACROSSE</b>		
<u>Lesson</u>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
1	<b>Scooping the Ball</b> To understand what the 3 S's stand for. (Step, Squat, Scoop) To understand why we pick the ball up in this way.	To demonstrate the ability to scoop the ball off the floor. To show the correct grip when picking up the ball.	Check students have strong hand at the top of the shaft and weak hand at the bottom of the shaft. Students should understand the step, squat and scoop. Check they understand they do this to be in a strong position to protect the ball from opponent. Then apply the skills in competitive environment.
2	<b>Grip, Throwing and Catching</b> To understand the correct grip for throwing and catching. To know when to use these passes in a game situation	To show the correct grip when catching the ball and throwing the ball. To demonstrate the ability to throw the ball using a shoulder pass. To demonstrate the ability to catch the ball and provide a target.	Check students have strong hand at the top of the shaft and weak hand at the bottom of the shaft, when catching. When throwing, move strong hand halfway down the shaft. Students should understand why this helps them execute the skill. Check they understand when they would do this in a game and introduce 3 second rule. Then apply in a competitive environment.
3	<b>Cradling and Running with the Ball</b> To understand the correct grip and technique to ensure the ball stays in the stick when running. To understand why we cradle the ball.	To be able to run with the ball in the head of the stick then progress to being able to cradle the ball.	Check students have strong hand at the top of the shaft and weak hand at the bottom of the shaft when the ball is in the stick. Students should then apply the cradle and understand this is to keep the ball stable in the pocket and make it harder for opponent to hit. Then apply the skills in competitive environment.

4	<p><b>Shooting</b> To understand the technique to shoot the ball and where to aim.</p> <p>To understand the rule on walling and staying out of the crease to ensure safety.</p>	<p>To demonstrate the ability to perform the correct shooting technique.</p> <p>To apply more power while maintaining control and accuracy.</p>	<p>Check students have strong hand at the top of the shaft and weak hand in the middle of the shaft when shooting. Students should understand the walling rule and why we need to shoot around the defender. Check that they aim down and transfer body weight to add more power. Then apply skills in competitive environment.</p>
5,6,7?	<p><b>Matchplay, Competition and Rules</b></p> <p>Understand basic rules of time limit on the ball, goalkeeping zone and sinbin for breaking the rules.</p>	<p>Combine application of previous skills learnt and produce in competitive environment.</p> <p>Demonstrate knowledge of rules to ensure the game is played safely.</p>	<p>Assess by outcome, performance, communication and adherence to rules</p>

YEAR 7	Athletics		
Lesson	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
1	Effective technique for a sprint race.	Correct posture, arm action and leg action (100m and 200m)	Successful application of skills to perform the basic sprint.
2	Basic pacing for endurance runs	How to pace 200m laps How to maintain a consistent pace over longer distances	Application of pacing within a run/race. Bronze (68 sec), silver (60 sec), gold (52 sec) & platinum (44 sec). Performance (1500m)
3	Stance to execute an overarm throw	To perform an overarm throw with power, gaining height and length.	Successful demonstration of the overarm throw

<b>4</b>	Technique for an effective shot putt.	Understanding of the rules of shot putt.	Application of shot putt technique
<b>5,6,7</b>	Basic skills involved in the high jump, Triple jump and long jump	Application of the rules of all jumps take-off foot.	Application of run-up and take-off for the different jumps. Ability to link the skills of the approach with the skills of the take off.