

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 – Handball &amp; Fitness  7Y 2 Boys groups – Handball &amp; Table tennis</p> <p>7G – Set 1 Girls – Handball &amp; Fitness  Set 1 Boys – Handball &amp; Table tennis  Mixed set – Table tennis &amp; Benchball</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• <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></li> </ul>

Boys' activities – Feb-Easter

Handball

<b>YEAR 7</b>	<b>Handball</b>		
<b>Lesson</b>	<i><b>Key Knowledge-</b> what will students know by the end of this topic?</i>	<i><b>Key skills-</b> what skills will students have developed by the end of this topic?</i>	<i><b>Assessment opportunities-</b> How is progress measure?</i>
<b>1</b>	<b>Passing and Receiving the ball</b>	Using correct grip, learn to pass with one hand overarm and shovel pass. Develop understanding of how to receive and support the pass.	Application of skills. Ensure students understand why they need to pass the ball one handed. Check ability to perform the one handed overarm and shovel pass.
<b>2</b>	<b>Passing on the move with Dribbling</b>	Use of passing and receiving the ball skills from previous lesson but added with movement. 3 steps with the ball or 3 seconds. Introduce rule of dribbling, bouncing the ball one hand to one hand allows you to continuously dribble. As soon as it is one hand to two hands, they have three steps until a pass or shot needs to be made.	Application of skills. Ensure students understand rules of three steps with the ball or 3 seconds. Check ability to perform the one handed overarm and shovel pass whilst on the move. Check understanding of the dribbling rule.
<b>3</b>	<b>Defending Formation and Touch Tackling</b>	Students should know how to two hand touch tackle. Then apply a zone defence. Working together and marking space rather than players.	Application of a formation/zone. Communication and self-awareness to ensure you are in correct position. Check students are in control of a 'touch' tackle.
<b>4</b>	<b>Shooting</b>	Students develop confidence with throwing the ball and learn how to add power, through jump shot and standing shots. They will learn how to transition from dribbling to shooting.	Application of shooting with a jump shot and standing shot. Ensure using correct technique and they understand why we use a jump shot.
<b>5,6,7</b>	<b>Matchplay, Competition and Rules</b>	Combine application of previous skills learnt and produce in competitive environment.	Assess by outcome, performance, communication and adherence to rules.

		Demonstrate knowledge of rules to ensure the game is played safely.	
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**Table  
Tennis**

Year 7			
<u>Lesson</u>	<i>Key Knowledge- what will students know by the end of this topic?</i>	<i>Key skills- what skills will students have developed by the end of this topic?</i>	<i>Assessment opportunities- How is progress measure?</i>
<b>1</b>	<p>Bat and ball familiarisation and the ready position</p> <p>Basic technique for the backhand push</p> <p>Basic rules</p>	<p>Grip, stance, backhand push</p> <p>Self feed, backhand push return</p> <p>Partner feed, backhand push return</p> <p>Backhand push rally</p> <p>Play simplified games</p>	<p>Successful grip of the bat and execution of a basic backhand push</p> <p>Correct ready position</p> <p>Correct body position for the execution of the backhand push</p> <p>Successful shot - accurate, low over net</p>
<b>2</b>	<p>Understand technique and rules of serving</p> <p>Intro service rules- T.P's; present ball, (no disguise), must be behind line, 6 inch throw up, bounce on each side.</p>	<p>Recap grip and backhand push in a 3 min 1/2 table rally.</p> <p>1 vs 1 – experiment with serves. Progression- add spin, backhand serves. Add targets. One shot return. Half table games - King of the court- winners up, losers down.</p>	<p>Successful execution of a serve.</p> <p>Service rules and basic game.</p> <p>Key skills/factors to improve performance</p>

3	Understand the technique for the forehand push Development of how to change flight of the ball - direction, pace, accuracy	Grip, stance, forehand push Self feed, forehand push return Partner feed, forehand push return Forehand push rally Play simplified games	Successful grip of the bat and execution of a basic forehand push Correct ready position Correct body position for the execution of the forehand push Successful shot - accurate, low over net
4	To describe and understand the effect of topspin on the balls flight. To understand the importance of movement and ball placement in order to win points.	Grip, stance for forehand drive      Self feed, forehand drive return      Partner feed, forehand drive return      Backhand push to forehand drive rally (for more advanced) Games	Successful execution and body position for the forehand drive. Successful demonstration of a rally and movement on the court.
5,6,7?	Game play, matches, competition	Demonstrate previous skills learned	Outcome/performance/ communication

Girls' activities

Fitness

<b>Topic:</b>	<b>Key Knowledge</b>	<b>Key Skills</b>	<b>Assessment Opportunities</b>
<b>Fitness Lesson</b>	<i>What will all students KNOW by the end of the topic?</i>	<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>	<i>What are the key pieces of assessment? How will students be assessed?</i>
1	The main different	Students will complete the following tests: Hand grip test - Strength Sit and reach - Flexibility	Students will be continuously questioned on their knowledge of the following:

	<p>'Components of fitness'</p> <p>How to complete various fitness tests</p> <p>The different major muscles</p>	<p>4-minute CV test (on treadmill, rower or stepper) - Cardiovascular</p> <p>Press up – Muscular Endurance</p> <p>Sit up – Muscular Endurance</p> <p>Standing long jump/Sergeant jump - Power</p> <p>Use an excel SS to save the results to reflect on and try to beat at the end of the SOW</p>	<p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p> <p>Fitness test results</p>
2	<p>How to improve Cardiovascular fitness (using Continuous and Circuit training)</p>	<p>Individual challenge – distance/reps/level</p> <p>Circuit training using the main CV machines – continuous training</p> <p>Use other equipment too, but focus is on students understanding the best way to improve Cardiovascular fitness</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>
3	<p>How to improve Cardiovascular fitness (using interval and Fartlek training)</p>	<p>Individual challenge – distance/reps</p> <p>Students will learn about and perform Interval and Fartlek training (outdoor lesson).</p> <p>Understand the benefits in relation to different sports</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>

4	How to improve Strength (using anchor straps for own body weight training)	<p>Individual challenge – distance/reps/level</p> <p>Circuit training using the main Weight stations – Weight training (using anchor straps for own body weight)</p> <p>Use other equipment too, but focus is on students understanding the best way to improve Strength</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>
5	How to improve Muscular Endurance (using various stations)	<p>Individual challenge – distance/reps/level</p> <p>Circuit training using the boxing bags – Interval training using low intensity, high reps</p> <p>Use other equipment too, but focus is on students understanding the best way to improve Muscular endurance</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>
6	How to improve Power (using Plyometric training)	<p>Individual challenge – distance/reps/level</p> <p>Circuit training using the plyometric equipment – box jumps etc. High intensity</p> <p>Use other equipment too, but focus is on students understanding the best way to improve Power</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p>

			Major methods of training
7	<p>Have improvements been made?</p> <p>Can students explain why?</p> <p>Evaluate previous training</p>	<p>Students will re-take the tests they did in week 1:</p> <p>Hand grip test - Strength</p> <p>Sit and reach - Flexibility</p> <p>4-minute CV test (on treadmill, rower or stepper) - Cardiovascular</p> <p>Press up – Muscular Endurance</p> <p>Sit up – Muscular Endurance</p> <p>Standing long jump/Sergeant jump – Power</p> <p>Compare to previous results and evaluate if they improved or not.</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p> <p>Fitness test results</p>

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