

Year 9	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>• To extend and develop many of the same skills learned in Y7 &amp; 8</li> <li>• To recap the names of major muscles and bones. To apply the different phases of warm-ups to lessons and be aware of why we warm-up. Recap movements available at joints (covered in Y7 &amp; 8)</li> <li>• To be aware of the language we are using and start referring to different health and skill related components of fitness, applying this terminology to situations within skills and game play</li> </ul>
June - July	Overview
	<ul style="list-style-type: none"> <li>• Students will cover the curriculum map below to cover the following 4 sporting activities in this half term:</li> </ul> <p>9Y 2 Girls groups – Tennis &amp; Rounders  9Y 2 Boys groups – Lacrosse &amp; Cricket</p> <p>9G – Set 1 Girls – Tennis &amp; Rounders  Set 1 Boys – Lacrosse &amp; Cricket  Mixed set – Rounders &amp; Tennis</p> <p>Plus, one ‘choice’ lesson each fortnight.</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> <li>• To learn the following fitness components – cardiovascular fitness, strength, muscular endurance, flexibility</li> </ul>

YEAR 9	<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>	Ground strokes.  Execution of topspin and effect it has on the ball.  What makes a performance effective	Execution of ground strokes from the baseline of the court with power and accuracy.  Application of topspin on the ball and when to execute in game play.  Application of knowledge to improve their own and others' work	Successful execution of a groundstrokes from the baseline.  Correct body position for groundstrokes and topspin.  Game play/scoring and communication
<b>2</b>	Ground strokes. Execution of backspin and effect it has on the ball. Execution of the slice and the effect it has on the ball. What makes a performance effective The drop shot (with backspin)	Execution of ground strokes from the baseline of the court with power and accuracy.  Application of backspin/slice on the ball and when to execute in game play.  Application of knowledge to improve their own and others' work  Successful application of drop shot	Successful execution of a groundstrokes from the baseline. Correct body position for groundstrokes and the use of backspin  Success of drop shots
<b>3</b>	Serving the first and second serve: difference between the two.  Return of serve: correct ready position, movement and racket preparation. Game play	Attacking and defensive play at the service – 1st and 2nd serve.  Application of shots to outwit the opponent in a competitive game.	Success at serving from the baseline. Effective use of serving the 1st and 2nd serve.  Observation of game play: shot selection / communication and movement.  Explanation of the 1st and 2nd serve.
<b>4</b>	Doubles play. Rules. tactics and communication	Demonstrate how to play doubles effectively.  Demonstrate knowledge of rules	Outcome/performance/ communication
<b>5,6,7</b>	Game play, matches, competition	Demonstrate previous skills learned	Outcome/performance/ communication

YEAR 9	<b>Lacrosse</b>		
Lesson	<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>	<b>Stick Familiarisation</b> To understand what the 3 S's stand for. (Step, Squat, Scoop) To understand the correct grip for throwing and catching.	To demonstrate how to pick up the ball. To demonstrate how to throw and catch using a shoulder pass. To show how the grip changes between picking up the ball, catching the ball and throwing the ball.	Check students have hands in correct position when throwing, catching and picking up the ball. Students should understand why they need to use this technique within a game situation. Then apply the skills in a competitive situation.
<b>2</b>	<b>Handling the Ball Under Pressure</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 know when to pass in a game situation	To be able to run with the ball in the head of the stick then progress to being able to be cradling the ball, with their head up. To be able to throw a successful pass under pressure of time limit with ball and moving targets and defenders looking to intercept. To develop catching and ground ball skills when under pressure by an opponent.	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 why they do this. Then check students can move hands in correct grip to throw the pass on the move or at a moving target. Then apply the skills in competitive environment.
<b>3</b>	<b>Face off and Goalkeeping</b> To understand how to start the game of lacrosse. To understand basic positioning of goalkeeping.	To be able to face off with the correct technique of using the back of the stick and having the stick flat on the ground parallel to opponent. To demonstrate a good goalkeeping position and move body towards the ball to save.	Check students know to keep the stick parallel with each other and keep it on the floor. Students should have right hand at the top, left hand at the bottom of the shaft and the head of the stick should be outside their right leg. Using the reverse side of the stick they need to clamp and flick the ball out. While goalkeeping, students should stand in position to cover most of the goal with their body depending on the angle of the ball carrier. Then they need to move towards the ball when it is shot.

<p>4</p>	<p><b>Defending and Attacking Revisit</b></p> <p>To understand good body position and when to knock down, intercept or check the opponent.</p> <p>To understand how to beat a defender and get into a good scoring position.</p>	<p>To demonstrate a good body position defending and identifying when to check, intercept or knock down the ball all under control.</p> <p>To identify and exploit good shooting spaces on the field and attack them using a dodge to beat an opponent.</p>	<p>Check students match feet and protect top side of the field. Then try to knock down, intercept or check opponent. When attacking check students' ability to 'attack the middle of the field' and see if they can deceive the opponent on the way with a dodge.</p>
<p>5,6,7</p>	<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>

## Rounders

Year 9	<b>Rounders</b>		
Lesson	<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	How to field as a team using communication	Backing up 2nd or 4th base when fielding. Using different bowling techniques responding to batter's strengths	Back up and communication as plyers
2	The ability to use disguise and power when batting	Effective batting skills to move around the bases	Accuracy of hitting
3	Understand the rule of bowler's ball	Understanding the rule for a last batter	Different techniques of bowling
4	Recap of fielding in the deep field	Applying techniques for a long barrier and fielding a moving ball	Game play, communication of fielders, awareness of batters
5	Making decisions as a fielder based on the batter's performance	Effective decision making when fielding to bases	Importance of fielding decisions
6,7	Game play and communication skills	Demonstrate previous skills learned  Knowledge and demonstration of rules & tactics	Key skills/factors to improve performance

Y9	CRICKET		
	<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	Fielding fundamentals	To further develop performances, knowledge, and understanding of advanced fielding techniques used in cricket 2. To further develop knowledge and understanding of how to perform these 3. Be able to perform these skill accurately under pressure	Application of rules. Success of catching and reduction in dropped balls. Targeted and global Q + A. Application in game situation.
2	Batting Driving off the back foot Lofted drive	To be able to perform the different types of drives e.g. Backward and Lofted 2. To know and understand how to perform these drives; where these drives are played; what types of delivery these drives are played to; and what movements have to be made to perform these shots	Hitting percentage. Placing of a shot. Being caught out or clearing the fielders. Consistency of scoring. Application in game situation. Success when demonstrating the correct technique for backward drive and lofted drive
3	Batting Cut	To understand & accurately replicate the cut technique 2. To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled 3. To develop communication & teamwork skills as a batting pair during game situation.	Hitting percentage. Placing of a shot. Being caught out or clearing the fielders. Consistency of scoring. Application in game situation. Success when demonstrating the correct technique for the cut
4	Bowling Spin Pace	To incorporate a degree of disguise into bowling technique with the addition of spin or pace 2. To understand how spin is created and the effect it will have on the balls bounce 3. To recognise that run up speed will impact the bowling power/swing on delivery.	Application of rules. Amount of wide or no balls. Variation of bowling technique. Correct run up and release
5	Wicket keeping	To demonstrate knowledge of the wicket keeper's role and perform basic stance + catching 2. To replicate a combination of skills to outwit opponents in a match situation 3. To develop knowledge of fielding positions and correct terminology.	Use of space. Knowledge of the correct wicket keeping position. Confidence and willingness to succeed. Leadership ability to organise. Application of rules. Use of wicket keeping position
6,7	Assessment	To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling & fielding techniques 2. To demonstrate knowledge and understanding of cricket laws 3. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.	Win/loss of game/practice challenges Increase in accurate umpiring decisions. Organisational ability i.e. fielding positions, choice of shot/bowl