

Athletics

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	<p>Core: <u>inconsistent</u>, <u>limited</u> accuracy, control, fluency</p> <p>Advanced: any attempted <u>little success</u></p>	<p>Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency</p>	<p>Core performed with consistency and <u>very good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.</p>	<p>Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.</p>
<u>Physical and decision making</u>	<p>Limited physical and psychological fitness and control.</p> <p>Correct skill or tactic occasionally selected.</p>	<p>Appropriate physical and psychological fitness and control to <u>perform effectively.</u></p> <p>Successfully selects skill or tactic on some occasions.</p> <p><u>Limited awareness and response</u> of others strengths and weaknesses.</p>	<p>High psychological and physical fitness.</p> <p><u>Successfully selects appropriate skill and tactics on many occasions.</u></p> <p><u>Good awareness</u> of others strengths and weaknesses.</p>	<p>Very high psychological and physical fitness.</p> <p><u>Successfully selects appropriate skill and tactics nearly every time.</u></p> <p><u>High awareness of others strengths and weaknesses</u></p>

<p>Track events Core skills, to include:</p> <ul style="list-style-type: none"> · Starting · Finishing · Posture · Leg action · Arm action · Head carriage <p>Jumping events</p> <p>Core skills, to include:</p> <ul style="list-style-type: none"> · Approach · Synchronisation of arm and leg action · Take off /pole plant · Flight · Landing <p>Throwing events</p> <p>Core skills, to include:</p> <ul style="list-style-type: none"> · Initial stance · Grip 	<p>Advanced skills, to include:</p> <p>Learners should follow an appropriate technical model which leads to effective performance in the chosen event.</p> <ul style="list-style-type: none"> · Starting: <ul style="list-style-type: none"> o Use of Blocks (where relevant) · Leg action: <ul style="list-style-type: none"> o Foot strike o Cadence · Bend running (where relevant) · Stride pattern / pacing · Hurdling with either leg (where relevant) • Approach: <ul style="list-style-type: none"> o Hitting appropriate speed for take off · Efficient transition between technical phases of the movements · Flight: <ul style="list-style-type: none"> o Appropriate elevation · Landing
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<ul style="list-style-type: none"> · Throwing action · Release phase · Recovery phase /follow through 	<ul style="list-style-type: none"> o movement of the body beyond initial point of contact (long jump and triple jump) • Travel: <ul style="list-style-type: none"> o use of cross step / glide (where applicable) o rotational throws (where applicable) · Release phase: <ul style="list-style-type: none"> o Appropriate angle of release · Efficient transition between technical phases of the movements
<p>Decision making and tactical awareness, to include:</p> <p>Track:</p> <ul style="list-style-type: none"> • Pre-race tactics • Changing and adapting your race tactics • Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate) • Timing of kicking for the finish line • When to dip for the finish line • Awareness of the rules and regulations of the event and their application (including officials commands / signals) <p>Jumps</p> <ul style="list-style-type: none"> • Pre-event tactics • Tactics for qualifying jumps / Entry height and the choice of when to 'pass' on a height/round • Changing and adapting your jump tactics: • Consideration of weather conditions • Appropriate distance/number of steps chosen for run up • In competition check mark adjustment • Awareness of the rules and regulations of the event and their application (including officials commands / signals) 	<p>Throws</p> <ul style="list-style-type: none"> • Pre-event tactics • Tactics for qualifying throws • Changing and adapting your throwing tactics: • Consideration of weather conditions • Check mark adjustments (Javelin only) • Awareness of the rules and regulations of the event and their application (including officials commands / signals)

Badminton

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<u>Quality</u>	Core: <u>inconsistent</u> , <u>limited</u> accuracy, control, fluency Advanced: any attempted <u>little success</u>	Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency	Core performed with consistency and <u>very good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.	Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.
<u>Physical and decision making</u>	<u>Limited</u> physical and psychological fitness and control. Correct skill or tactic occasionally selected.	Appropriate physical and psychological fitness and control to <u>perform effectively.</u> Successfully selects skill or tactic on some occasions. <u>Limited awareness and response</u> of others strengths and weaknesses.	High psychological and physical fitness. <u>Successfully selects appropriate skill</u> and tactics on <u>many occasions.</u> <u>Good awareness</u> of others strengths and weaknesses.	Very high psychological and physical fitness. <u>Successfully selects appropriate skill</u> and tactics <u>nearly every time.</u> <u>High awareness</u> of others strengths and weaknesses

<p>Serving: • Long • Short</p> <p>Return of Serve</p> <p>Forehand Shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive</p> <p>Teamwork and communication with partner (doubles only)</p>	<p>Serving: • Flick</p> <p>Net shots (tumble/kill/smash)</p> <p>Backhand shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive</p> <p>Footwork and court positioning</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Principles of attack and defence e.g. roles and positioning • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations (singles or doubles tactics) • Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles • Applying other ploys/tactics to outwit opponent • intercepting in doubles, disguising your shot, switching positions • Awareness of the rules and regulations of the sport and their application 	

Basketball

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<u>Quality</u>	<p>Core: inconsistent, limited accuracy, control, fluency</p> <p>Advanced: any attempted little success</p>	<p>Core performed with consistency and good accuracy, control and fluency.</p> <p>Advanced with some consistency but good accuracy, control and fluency</p>	<p>Core performed with consistency and very good accuracy, control and fluency.</p> <p>Advanced with some consistency but very good accuracy, control and fluency.</p>	<p>Core and advanced performed with consistency and excellent accuracy, control and fluency.</p>
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Core:	Advanced:
<p>Stance and footwork: triple threat position, pivoting/ pivot and protect</p> <p>Passing: chest pass, bounce, javelin/overhead</p> <p>Shooting: set shot, jump shot, dominant hand layup.</p> <p>Beating an opponent: fake and drive</p> <p>Dribbling: use of dominant hand</p> <p>Marking: player with the ball/ Man to man</p>	<p>Shooting: non dominant hand lay up, hook shot</p> <p>Rebounding</p> <p>Dribbling: use of either hand</p> <p>Beating opponents: (individual), cross over step</p> <p>Beating opponent: (team) cutting, screens</p> <p>Marking: intercepting passes, Zonal, boxing out</p>
<p>Decision making and tactical awareness, to include:</p> <p>Which/ When and where to pass/ shoot/ dribble/run. Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break).</p> <p>Appropriate use of defensive plays- zone defence, full/half court press. Finding space, attacking and defensive positioning.</p> <p>Awareness of strengths/weaknesses and actions of other players e.g. adopting variety of roles in attack and defence.</p> <p>Awareness of rules and regulations</p> <p>(including refereeing signals).</p>	

Cricket

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Core:	Advanced:
<p>Batting: Front or back foot / appropriate shot selection & execution (timing)/ running between the wickets</p> <p>Bowling: Line and length/ swing-seam-spin/ consistency</p> <p>Fielding: Awareness / catching / throwing / ground fielding</p>	<p>Batting: Leg glance / Lofted drive/ Reverse sweep/ Scoop shot</p> <p>Bowling: Yorker / Slower ball / Swing/ Tactics</p> <p>Fielding: Tactics/ Field placement / One handed pick up & throw / Slip catching</p>
<p>Decision making and tactical awareness, to include:</p> <p>Batting – Running between the wickets / finding the gaps in the field/ rotating strike / targeting bowlers/ when to use your feet to advance down the wicket</p> <p>Bowling – Setting the field / use of variations/ when to go over and around the wicket/ working out batsman weaknesses/ creating a plan to dismiss the batsman</p> <p>Fielding – Fielder selection and placement / anticipation or reading of the situation</p>	

Dance LR

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<p>Core:</p> <ul style="list-style-type: none"> • Action content – travel, turn, gesture, stillness, floor work, transfer of weight. • Dynamic content – fast/slow, strong/light, flowing/abrupt. • Spatial content – transitions, pathways, levels, formations. • Cannon/Unison. • Timing. • Musicality. • Coordination. • Balance. • Control. • Extension. 	<p>Advanced:</p> <ul style="list-style-type: none"> • Communication of choreographic intent (expression) – mood, theme, style. • Movement memory. • Elevations – jumps, leaps.
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Difficulty of routine • Choreography of routine • Responses and Interpretation to music • How to ensure the routine flows • Body awareness and ensuring that you choose movements that work well for you • Use of flight - leaps • Acceleration/deceleration of movements • Spatial awareness and moving into space • When to use showmanship 	

Dance

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Core:	Advanced:	
Skills assessed through movement phases:	Movement skills (see core skills to the left) completed with varying:	
<ul style="list-style-type: none"> • Posture/placement • Alignment • Tension • Use of space, levels and flight 	<ul style="list-style-type: none"> • Speed • Energy • Rhythm • Flair • Originality 	
	Advances skills are assessed the same as core skills for each discipline (see core skills to the left), just with more efficient and technically difficult version	
<u>Ballet:</u>	<u>Folk:</u>	<u>Tap:</u>
<ul style="list-style-type: none"> o Pirouettes o Leaps o Balances 	<ul style="list-style-type: none"> o Step patterns o Movement o Rhythm 	<ul style="list-style-type: none"> o Steps with one sound building to compound steps o Wings o Pick ups o Traveling steps o Different rhythms o Head, body and arm lines to portray the style of dance
<u>Ballroom:</u>	<u>Irish:</u>	
<ul style="list-style-type: none"> o Turns/spins o Chasse o Walks 	<ul style="list-style-type: none"> o Leaps/jumps o Balances o Turns and traveling o Step patterns 	
<u>Contemporary:</u>		<u>Technique of manoeuvres:</u>

<ul style="list-style-type: none"> o Leaps o Balances o Turns and traveling o Step patterns 	<p><u>Street:</u></p> <ul style="list-style-type: none"> o Jumps o Holds/grabs o Step patterns o Turns and traveling 	<ul style="list-style-type: none"> · Aesthetics of movements – Body tension/extension, coordination of body parts · Balance · Control of body shape
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Decision making and tactical awareness, to include:

- Difficulty of routine
- Choreography of routine
- Responses and Interpretation to music
- How to ensure the routine flows
- Body awareness and ensuring that you choose movements that work well for you
- Use of flight - leaps
- Acceleration/deceleration of movements
- Spatial awareness and moving into space
- When to use showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other dancers e.g. adopt a different routine depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

Football

Focus	Emerging	Developing	Secure	Mastered
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Core: (Outfield and GK) (Outfield Positions only) (GK only)	Advanced: (Outfield and GK) (Outfield Positions) (GK only)
<p><u>Ball Control</u>: • Using both feet. • Handling, catching, parrying, punching</p> <p><u>Passing (dominant foot)</u>: • Short, • Long – both lofted and along the ground, • Clearance of back passes, goal kicks, kicking from hands, throws</p> <p><u>Shooting: (Dominant foot)</u>, • Short and long range.</p> <p><u>Dribbling</u>: • Use of both feet, • Close control</p> <p><u>Heading</u></p> <p><u>Tackling</u>: • Block tackle, • Jockeying</p> <p><u>Marking</u>: • Player with the ball</p> <p><u>Shot-stopping</u>: • Different shot heights and ranges, • Diving and standing saves</p>	<p><u>Ball Control</u>: • Using chest, thigh</p> <p><u>Non-dominant foot passing</u></p> <p><u>Dominant foot shooting</u>: • Use of swerve, • Volleys</p> <p><u>Non-dominant foot shooting</u></p> <p><u>Dribbling</u>: • Ability to beat opponents</p> <p><u>Heading</u>: • Defensive or attacking</p> <p><u>Marking</u>: • Player without the ball</p> <p><u>Clearance of back passes (non-dominant foot)</u></p> <p><u>Shot-stopping</u>: • Defending penalties, • one-against-ones.</p>
Decision making and tactical awareness, to include:	
<ul style="list-style-type: none"> • When/where to pass/shoot/dribble/tackle, • Which pass to make, • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners ○ Attacking positioning on the field, ○ Defensive positioning on the field, ○ Defensive ploys – man-to-man marking, zonal marking. • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game. • 	

Awareness of the rules and regulations of the game and their application (including refereeing signals). •
Positioning and organisation at set pieces, communication, **command of area, use of penalty area to judge interceptions.**

Gymnastics

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Core: Vaulting & Floor relative to Toot Hill Lessons	Advanced:
<p>Olympic gymnastics skills applied to the appropriate discipline being assessed with low tariff versions of:</p> <p>Take off, flight and landing</p> <p>Rolls – forward and backward variations: log roll, egg roll, teddy bear roll.</p> <p>Balances using different parts of the body – part balances</p> <p>Cartwheels</p> <p>Head stand</p> <p>Jumps/leaps</p> <p>Twists/pivots</p> <p>Steps</p> <p>Dance elements</p> <p>Transitions</p> <p>Sequencing</p> <p>Low tariff release/dismounts off equipment</p> <p>Use of apparatus</p>	<p>Olympic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:</p> <p>Advanced rolls – dive forward roll, roll to handstands, rolls to straddle</p> <p>Hand/head springs</p> <p>Roundoff</p> <p>Walkover</p> <p>Higher tariff dismounts off equipment</p> <p>Advanced Vaults:</p> <ul style="list-style-type: none"> · Handspring to flat back off springboard · Handspring to flat back off box <p>Full handspring to feet</p> <p>Full Straddle long box</p>

Basic Vaulting:

Flight from springboard (shapes in air)

Cat spring Vault

Straddle Vault

Run up

Landing

Use of spring board/trampette

Dismount

Decision making and tactical awareness, to include:

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)
- Peer assessment of performance
- Self-Assessment of performances

Health Related Fitness

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Core:	Advanced:
Resistance Machines - Ability to maintain good technique	Free weights- Ability to maintain good technique
Cardiovascular machines - Ability to maintain good technique	Kettle bells - Ability to maintain good technique
Adhere to a prescribed training plan	Advanced exercises – clean and jerk, dead lift, snatch, barbell squat - Ability to maintain good technique
<p>Decision making and tactical awareness, to include:</p> <p>Devise training plans</p> <p>Calculating 1 rep max</p> <p>Applying training principles (FITT, SPORT, periodisation)</p> <p>Understand rep-schemes and apply them to exercises depending on desired outcomes</p> <p>Show an understanding of different training methods</p> <p>Understand which muscle groups are being used during exercises</p>	

Hockey

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
Range of skills:	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
Quality	Core: <u>inconsistent, limited</u> accuracy, control, fluency Advanced: any attempted skills have <u>little success</u>	Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency	Core performed with consistency and <u>very good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.	Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.
Physical /mental fitness	Limited physical and psychological fitness and control.	Appropriate physical and psychological fitness and control to perform effectively.	High psychological and physical fitness.	Very high psychological and physical fitness.
Strategies and tactics	Correct skill or tactic <u>occasionally selected.</u>	Successfully selects skill or tactic on some occasions. <u>Limited awareness and response of others strengths and weaknesses</u>	Successfully selects <u>appropriate skill and tactics on many occasions.</u> <u>Good awareness of others strengths and weaknesses.</u>	Successfully selects <u>appropriate skill and tactics nearly every time.</u> <u>High awareness of others strengths and weaknesses</u>

Core:	Advanced:
<p>Outfield Player: Passing: • Push • Hit • Slap hit • Bunt Receiving and stopping the ball whilst stationary: • Open Stick Side • Closed Stick Side • Leading (posting up) Dribbling: • Open • Closed • Indian Elimination Skills: • V-Drag • R-Drag • Indian Dribble Shooting: • Open side technique Tackling: • Block • Jab – front and side Marking: • Player with the ball</p> <p>Goalkeeper: Mobility: • Running • Turning • Stopping Shot stopping: • Saving shots • Positioning • Narrowing the angles • Use of pads/feet • Stick Save</p>	<p>Outfield Player: Reverse stick passing: • Push • Slider • Tomahawk Open or reverse passing: • Aerial • Flick • Jink Receiving and stopping the ball whilst on the move: • Grip and body position • Using Reverse stick Dribbling: • Ability to beat opponents • Indian dribble o Close control Marking: • Player without the ball/shadowing</p> <p>Goalkeeper: Receiving and stopping the ball whilst on the move: • Grip and body position • Using Reverse stick Shot stopping: • Distribution • Kicking • Different shot heights and ranges • Hand saving and clearing in air and on ground • Diving to save in open play</p>
Decision making and tactical awareness, to include: When to pass/shoot/dribble/tackle Where to pass/shoot/dribble/tackle	

Which pass to make

Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, short/penalty and long corners

- o Attacking positioning on the field (alternative formations)

- o Defensive positioning on the field (alternative formations)

- o Defensive plays – man to man marking, zonal marking

Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game

Awareness of the rules and regulations of the game and their application (including refereeing signals) (transition from 7-a-side to 11-a-side)

Positioning and organisation at set pieces (PCA & PCD, taking PS, Outletting from a 16), communication, command of the D (Goalkeeper only).

Netball

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	<p>Core: <u>inconsistent</u>, <u>limited</u> accuracy, control, fluency</p> <p>Advanced: any attempted <u>little success</u></p>	<p>Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency</p>	<p>Core performed with consistency and <u>very good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.</p>	<p>Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.</p>
<u>Physical and decision making</u>	<p>Limited physical and psychological fitness and control.</p> <p>Correct skill or tactic occasionally selected.</p>	<p>Appropriate physical and psychological fitness and control to <u>perform effectively.</u></p> <p>Successfully selects skill or tactic on some occasions.</p> <p><u>Limited awareness and response</u> of others strengths and weaknesses.</p>	<p>High psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics on <u>many occasions.</u></p> <p><u>Good awareness</u> of others strengths and weaknesses.</p>	<p>Very high psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics <u>nearly every time.</u></p> <p><u>High awareness</u> of others <u>strengths and weaknesses</u></p>

<p>Footwork: • Stopping/landing • Pivoting</p> <p>Dodging</p> <p>Ball handling: • Catching whilst stationary, Passing over short distances: • Chest, Overhead, Bounce, Shoulder pass</p> <p>Shooting: (GS and GA only), Stationary Rebounds (GA, GS, GD, GK only) Marking: Player with the ball</p>	<p>Ball handling: Catching on the run and air</p> <p>Passing over mid-long distance: Chest, Overhead, Bounce, Shoulder pass Shooting: (GS and GA only) and Stepping</p> <p>Defence: Shadowing, Interception, Marking player without the ball</p>
<p>Decision making and tactical awareness, to include:</p> <p>Which/ When and where to pass/ shoot/ dodge. Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/ penalty. Attacking and defensive positions on the court • Defensive plays – man to man marking Awareness of the rules and regulations of the game and their application (including refereeing signals)</p>	

Orienteering

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	<p>Core: <u>inconsistent</u>, <u>limited</u> accuracy, control, fluency</p> <p>Advanced: any attempted <u>little success</u></p>	<p>Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency</p>	<p>Core performed with consistency and <u>very good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.</p>	<p>Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.</p>
<u>Physical and decision making</u>	<p>Limited physical and psychological fitness and control.</p> <p><u>Correct skill or tactic occasionally selected.</u></p>	<p>Appropriate physical and psychological fitness and control to <u>perform effectively.</u></p> <p>Successfully selects skill or tactic on some occasions.</p> <p><u>Limited awareness and response</u> of others strengths and weaknesses.</p>	<p>High psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics on <u>many occasions.</u></p> <p><u>Good awareness</u> of others strengths and weaknesses.</p>	<p>Very high psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics <u>nearly every time.</u></p> <p><u>High awareness</u> of others <u>strengths and weaknesses</u></p>

Core:	Advanced:
<ul style="list-style-type: none"> • Orientating the map to line features • understanding map colours and common symbols • holding the map with a thumb in place to maintain position • following line features ('handrails') • Checking the map at significant points between controls ('check points') 	<ul style="list-style-type: none"> • Using a compass to orientate the map and determine direction of travel • Using rough compass directions and catching features on long legs and more precise bearings on short legs • reading simple contour shapes • Navigating using contours only and interpreting complex contour detail • Managing long legs with few distinct check points.
<p>Core Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Making decisions at check points and hand rail junctions; interpreting all map symbols to visualise the terrain; judging specific distances (e.g. 100m along track); Making simple route choices; Judging distance by sight (e.g. half way between); Cutting corners and aiming off; Using catching features; using catching features; planning a route (simplifying legs with several check points) <p>Advanced Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Making route choices taking into account speed, distance and secure navigation; judging distance by pacing 	

Rounders

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	Core: inconsistent, limited accuracy, control, fluency Advanced: any attempted little success	Core performed with consistency and good accuracy, control and fluency. Advanced with some consistency but good accuracy, control and fluency	Core performed with consistency and very good accuracy, control and fluency. Advanced with some consistency but very good accuracy, control and fluency.	Core and advanced performed with consistency and excellent accuracy, control and fluency.
<u>Physical and decision making</u>	Limited physical and psychological fitness and control. Correct skill or tactic occasionally selected.	Appropriate physical and psychological fitness and control to perform effectively. Successfully selects skill or tactic on some occasions. Limited awareness and response of others strengths and weaknesses.	High psychological and physical fitness. Successfully selects appropriate skill and tactics on many occasions. Good awareness of others strengths and weaknesses.	Very high psychological and physical fitness. Successfully selects appropriate skill and tactics nearly every time. High awareness of others strengths and weaknesses

Core:	Advanced:
Batting – grips and their uses; stance; forehand	Ability to bat and field over a distance of 25-30 metres.
Bowling – basic action; stepping action; variation of speed, height, angle	Batting- using backhand, tactical positioning, hitting in different directions
Fielding – under-arm throwing and catching; over-arm throwing and catching; long barrier.	Bowling- donkey drop, spin
Ability to bat and field over a distance of between 20-30 metres (male) and 10-20 metres (female)	Fielding- one handed pick up and throw, scooping and chasing the ball
Decision making and tactical awareness, to include:	
The ability to set fields to deploy a certain tactic to outwit the opponent with some effectiveness.	
Knowledge of applicable rules and regulations of the game.	
Understanding of the scoring system and using it to your advantage.	

Rugby

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	Core: <u>inconsistent</u> , <u>limited</u> accuracy, control, fluency Advanced: any attempted <u>little success</u>	Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency	Core performed with consistency and <u>very good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.	Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.
<u>Physical and decision making</u>	Limited physical and psychological fitness and control. Correct skill or tactic occasionally selected.	Appropriate physical and psychological fitness and control to <u>perform effectively</u> . Successfully selects skill or tactic on some occasions. <u>Limited awareness and response</u> of others strengths and weaknesses.	High psychological and physical fitness. <u>Successfully selects appropriate skill</u> and tactics on <u>many occasions</u> . <u>Good awareness</u> of others strengths and weaknesses.	Very high psychological and physical fitness. <u>Successfully selects appropriate skill</u> and tactics <u>nearly every time</u> . <u>High awareness</u> of others strengths and weaknesses

Core:	Advanced:
<p>Handling and carrying skills: • Picking up a ball: o Stationary o Moving o Falling on the ball</p> <p>Passing: • Both hands in either direction • Off-loading • Kicking</p> <p>Receiving: • On the move • Stationary • Ground pick-up Running with the ball, balanced running</p> <p>Beating opponents: • Hand off • Side-step • Change of pace/direction</p> <p>Try Scoring: • Grounding the ball with downward pressure • When and when not to use one/two hands</p> <p>Contact Skills: Tackling: • Basic technique from front and side • Close contact tackling</p> <p>Ruck: • Going to ground • Placing ball behind • Support roles • Clear out in various situations</p> <p>Maul: • Staying on feet • Body positioning • Support roles • Rolling maul • Tactics at maul</p>	<p>Handling and carrying skills: Passing: • Spin, both ways Beating opponents: • Feint • Swerve • Dummying • Switching</p> <p>Contact Skills: • Jackal • Counter ruck</p> <p>Tackling: • Basic technique from rear <i>Position specific Specialist skills</i></p> <p>• Scrum – individual positions and roles, collective skills of pushing and holding, ball distribution, support play once ball is out • Set scrummaging – binding, position of feet; angle of drive for each row</p> <p>• Line out play – tactics, roles and support</p> <p>• Kicking - high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal (position specific)</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • When to run/pass/kick • Where to run/pass/kick • Which pass to make • Controlled phase possession • Collective alignment • Methods to cross the gain line 	

- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays o Attacking positioning on the field

- o Defensive positioning on the field o Defensive ploys – man to man marking

- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals)

Softball

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	Core: inconsistent, limited accuracy, control, fluency Advanced: any attempted little success	Core performed with consistency and good accuracy, control and fluency. Advanced with some consistency but good accuracy, control and fluency	Core performed with consistency and very good accuracy, control and fluency. Advanced with some consistency but very good accuracy, control and fluency.	Core and advanced performed with consistency and excellent accuracy, control and fluency.
<u>Physical and decision making</u>	Limited physical and psychological fitness and control. Correct skill or tactic occasionally selected.	Appropriate physical and psychological fitness and control to perform effectively. Successfully selects skill or tactic on some occasions. Limited awareness and response of others strengths and weaknesses.	High psychological and physical fitness. Successfully selects appropriate skill and tactics on many occasions. Good awareness of others strengths and weaknesses.	Very high psychological and physical fitness. Successfully selects appropriate skill and tactics nearly every time. High awareness of others strengths and weaknesses

Core:	Advanced:
<p>Batting – grips and their uses, stance</p> <p>Pitching – positioning and movements; step forward, weight shift, rotation, and shoulder/arm action</p> <p>Fielding – infield and outfield positions and stances (ready position/upright position), fielding ground balls, catching fly balls, throwing</p> <p>Running – base-running, stopping or turning at first base, leading off/stealing, retreat slide, bent leg slide</p> <p>Backstop</p> <p>Game play and tactics</p> <p>Individual and team skills</p>	<p>Batting – follow through and bunting</p> <p>Pitching - variation of speed, height, angle, spin.</p> <p>Fielding - backing up, force-outs, tag-outs</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Understanding of positions and roles in attack and defence • Principals of attack and defence • Applying tactics in different situations • Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing • Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions • Awareness of team strategies/tactics 	

- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application

Swimming

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
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Events (Any 2 events – May be the same stroke)

- Front Crawl: 50m, 100m, 200m, 400m, 800m, 1500m
- Back Crawl: 50m, 100m, 200m
- Breaststroke: 50m, 100m, 200m
- Butterfly: 50m, 100m, 200m

Core Skills

Starting

Turning

Finishing

Quality of execution of chosen two events:

- Body Position
- Leg Action
- Arm Action
- Breathing
- Timing

Advanced Skills:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Racing Starts
- Racing Turns
- Race Finish
- Stroke Number/Pacing
- Optimal Breathing Techniques
- Optimize the distance travelled underwater following a start or a turn

Decision making and tactical awareness, to include:

- Timing of breathing
- How far to travel underwater after a start/turn
- When to turn e.g. knowing your number of strokes per length/from the flags
- Application of strategy to sprint and longer races and the difference this makes to your stroke
- Application of race tactics to your events

- Awareness of your position in the lane
- Awareness of the rules and regulations of the sport and their application

Tennis

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
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Core: Both in singles and doubles unless stated	Advanced:
Serving & Return of serve Groundstrokes: · Forehand · Backhand Volleys: · Forehand · Backhand Forehand Lob Court positioning: · Footwork · Speed · Mobility	Groundstrokes: – variety of spin (backspin / slice and topspin) · Forehand · Backhand Serve: · Use of spin (slice or topspin) · Second serve Drop shot / volley Overhead / smash Court positioning: · Footwork · Speed · Mobility
Decision making and tactical awareness, to include:	
<ul style="list-style-type: none"> · Selection of <u>appropriate shot</u> · Principles of <u>attack</u> and <u>defence</u> e.g. roles and positioning · Understanding of <u>positions</u> and roles in attack and defence · Applying <u>tactics</u> in different competitive situations · Applying different <u>systems/formations</u> of play in different situations e.g. attacking and defensive formations in doubles · Applying other ploys/tactics to <u>outwit opponent</u> e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions 	

- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

Trampolining

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
<u>Range of skills:</u>	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
<u>Quality</u>	<p>Core: <u>inconsistent</u>, <u>limited</u> accuracy, control, fluency</p> <p>Advanced: any attempted <u>little success</u></p>	<p>Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency</p>	<p>Core performed with consistency and <u>very good</u> accuracy, control and fluency.</p> <p>Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.</p>	<p>Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.</p>
<u>Physical and decision making</u>	<p>Limited physical and psychological fitness and control.</p> <p><u>Correct skill or tactic occasionally selected.</u></p>	<p>Appropriate physical and psychological fitness and control to <u>perform effectively.</u></p> <p>Successfully selects skill or tactic on some occasions.</p> <p><u>Limited awareness and response</u> of others strengths and weaknesses.</p>	<p>High psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics on <u>many occasions.</u></p> <p><u>Good awareness</u> of others strengths and weaknesses.</p>	<p>Very high psychological and physical fitness.</p> <p>Successfully selects <u>appropriate skill</u> and tactics <u>nearly every time.</u></p> <p><u>High awareness</u> of others <u>strengths and weaknesses</u></p>

Core: Trampoline	Advanced:
<p>Shapes: Tuck, straddle, pike</p> <p>Twists: Half & full</p> <p>Seat drop</p> <p>Rotational movements: Front/back landing</p> <p>Combined movements: Swivel hips, half/full twist in/out of front and back landing, seat to front, front to seat</p> <p>Quality/consistency/control</p>	<ul style="list-style-type: none"> • Back to front • Front to back • Half turntable • Cradle • Front somersault (tucked) • Back somersault (tucked)
<p>Decision making and tactical awareness, to include:</p> <p>Difficulty of routine, balance of difficulty with quality of execution. Composition of routine. Flow of routine. Order of the skills in routine.</p> <p>Body awareness, use of flight. Acceleration, deceleration of movements, spatial awareness.</p> <p>Use of showmanship.</p> <p>Awareness of strengths/weaknesses & actions of other performers eg adopt a different routine/tariff of discipline depending on score achieved by other competitors</p> <p>Awareness of the rules and regulations of their activity and their application (including judging signals)</p>	

Volleyball

<u>Focus</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastered</u>
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Core: Both in singles and doubles unless stated	Advanced:
<p><u>Serving:</u></p> <ul style="list-style-type: none"> · Tennis · Float <p><u>Return of serve</u></p> <p><u>Overhead techniques:</u></p> <ul style="list-style-type: none"> · Volley · Setting · Spike <p><u>Underhand techniques:</u></p> <ul style="list-style-type: none"> · Dig · Receiving service <p><u>Rebounding</u></p> <p>Teamwork and communication</p>	<p><u>Serving:</u></p> <ul style="list-style-type: none"> · Jump-topspin · Jump-float <p><u>Overhead techniques:</u></p> <ul style="list-style-type: none"> · Block <p><u>Underhand Techniques:</u></p> <ul style="list-style-type: none"> · Emergency retrieve techniques <p>Net play</p> <p>Back court play</p> <p>Anticipation of and reactions to the ball</p> <p>Footwork and court positioning</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Understanding of positions and roles in attack and defence • Principals of attack and defence • Applying tactics in different situations 	

- Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application

YEAR 7 ATHLETICS

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core: Any **two** events, chosen from the lists below.

· **Track**

o 100m

o 200m,

o 300m/400m (gender appropriate distance)

o 800m

o 1500m

o 3000m

o Hurdles 80m/100m (gender appropriate distance)

o 300m/400m (gender appropriate distance)

· **Jumps**

o High Jump

o Long Jump

o Triple Jump

o Pole Vault

· **Throws**

o Shot

o Discus

o Javelin

Advanced:

o Hammer

Track events**Core skills, to include:**

- Starting
- Finishing
- Posture
- Leg action
- Arm action
- Head carriage

Jumping events**Core skills, to include:**

- Approach
- Synchronisation of arm and leg action
- Take off /pole plant
- Flight
- Landing

Throwing events**Core skills, to include:**

- Initial stance

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Starting:
 - o Use of Blocks (where relevant)
- Leg action:
 - o Foot strike
 - o Cadence
- Bend running (where relevant)
- Stride pattern / pacing
- Hurdling with either leg (where relevant)

- Approach:

- o Hitting appropriate speed for take off
- Efficient transition between technical phases of the movements
- Flight:
 - o Appropriate elevation
- Landing

- Grip
- Throwing action
- Release phase
- Recovery phase /follow through

o movement of the body beyond initial point of contact (long jump and triple jump)

- Travel:

- o use of cross step / glide (where applicable)

- o rotational throws (where applicable)

- Release phase:

- o Appropriate angle of release

- Efficient transition between technical phases of the movements

Decision making and tactical awareness, to include:

Track:

- Pre-race tactics
- Changing and adapting your race tactics
- Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate)
- Timing of kicking for the finish line
- When to dip for the finish line
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

Jumps

- Pre-event tactics
- Tactics for qualifying jumps / Entry height and the choice of when to 'pass' on a height/round
- Changing and adapting your jump tactics:
- Consideration of weather conditions
- Appropriate distance/number of steps chosen for run up
- In competition check mark adjustment
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

Throws

- Pre-event tactics
- Tactics for qualifying throws
- Changing and adapting your throwing tactics:
- Consideration of weather conditions
- Check mark adjustments (Javelin only)
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

YEAR 7 SWIMMING

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Events (Any 2 events – May be the same stroke)

- Front Crawl: 50m, 100m, 200m, 400m, 800m, 1500m
- Back Crawl: 50m, 100m, 200m
- Breaststroke: 50m, 100m, 200m
- Butterfly: 50m, 100m, 200m

Core Skills

Starting

Turning

Finishing

Quality of execution of chosen two events:

- Body Position
- Leg Action
- Arm Action
- Breathing
- Timing

Advanced Skills:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Racing Starts
- Racing Turns
- Race Finish
- Stroke Number/Pacing
- Optimal Breathing Techniques
- Optimise the distance travelled underwater following a start or a turn

Decision making and tactical awareness, to include:

- Timing of breathing
- How far to travel underwater after a start/turn
- When to turn e.g. knowing your number of strokes per length/from the flags
- Application of strategy to sprint and longer races and the difference this makes to your stroke
- Application of race tactics to your events
- Awareness of your position in the lane
- Awareness of the rules and regulations of the sport and their application

YEAR 7 TRAMPOLINING

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core: Trampoline	Advanced:
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<p>Shapes: Tuck, straddle, pike</p> <p>Twists: Half & full</p> <p>Seat drop</p> <p>Rotational movements: Front/back landing</p> <p>Combined movements: Swivel hips, half/full twist in/out of front and back landing, seat to front, front to seat</p> <p>Quality/consistency/control</p>	<ul style="list-style-type: none"> • Back to front • Front to back • Half turntable • Cradle • Front somersault (tucked) • Back somersault (tucked)
<p>Decision making and tactical awareness, to include:</p> <p>Difficulty of routine, balance of difficulty with quality of execution. Composition of routine. Flow of routine. Order of the skills in routine.</p> <p>Body awareness, use of flight. Acceleration, deceleration of movements, spatial awareness.</p> <p>Use of showmanship.</p> <p>Awareness of strengths/weaknesses & actions of other performers eg adopt a different routine/tariff of discipline depending on score achieved by other competitors</p> <p>Awareness of the rules and regulations of their activity and their application (including judging signals)</p>	

YEAR 7 BADMINTON

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
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<p><u>Serving:</u> • Long • Short</p> <p>Return of Serve</p> <p><u>Forehand Shots:</u> • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive</p> <p>Teamwork and communication with partner (doubles only)</p>	<p><u>Serving:</u> • Flick</p> <p>Net shots (tumble/kill/smash)</p> <p><u>Backhand shots:</u> • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive</p> <p>Footwork and court positioning</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Principles of attack and defence e.g. roles and positioning • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations (singles or doubles tactics) • Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles • Applying other ploys/tactics to outwit opponent • intercepting in doubles, disguising your shot, switching positions • Awareness of the rules and regulations of the sport and their application 	

YEAR 7 BASKETBALL

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Core:	Advanced:
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<p>Stance and footwork: triple threat position, pivoting/ pivot and protect</p> <p>Passing: chest pass, bounce, javelin/overhead</p> <p>Shooting: set shot, jump shot, dominant hand layup.</p> <p>Beating an opponent: fake and drive</p> <p>Dribbling: use of dominant hand</p> <p>Marking: player with the ball/ Man to man</p>	<p>Shooting: non dominant hand lay up, hook shot</p> <p>Rebounding</p> <p>Dribbling: use of either hand</p> <p>Beating opponents: (individual), cross over step</p> <p>Beating opponent: (team) cutting, screens</p> <p>Marking: intercepting passes, Zonal, boxing out</p>
<p>Decision making and tactical awareness, to include:</p> <p>Which/ When and where to pass/ shoot/ dribble/run. Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break). Appropriate use of defensive plays- zone defence, full/half court press. Finding space, attacking and defensive positioning. Awareness of strengths/weaknesses and actions of other players e.g. adopting variety of roles in attack and defence. Awareness of rules and regulations</p> <p>(including refereeing signals).</p>	

YEAR 7 CRICKET

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
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Batting: Front or back foot / appropriate shot selection & execution (timing)/ running between the wickets

Bowling: Line and length/ swing-seam-spin/ consistency

Fielding: Awareness / catching / throwing / ground fielding

Batting: Leg glance / Lofted drive/ Reverse sweep/ Scoop shot

Bowling: Yorker / Slower ball / Swing/ Tactics

Fielding: Tactics/ Field placement / One handed pick up & throw / Slip catching

Decision making and tactical awareness, to include:

Batting – Running between the wickets / finding the gaps in the field/ rotating strike / targeting bowlers/ when to use your feet to advance down the wicket

Bowling – Setting the field / use of variations/ when to go over and around the wicket/ working out batsman weaknesses/ creating a plan to dismiss the batsman

Fielding – Fielder selection and placement / anticipation or reading of the situation

YEAR 7 DANCE

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
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Skills assessed through movement phases:

- Posture/placement
- Alignment
- Tension
- Use of space, levels and flight

Ballet:

- o Pirouettes
- o Leaps
- o Balances

Ballroom:

- o Turns/spins
- o Chasse
- o Walks

Contemporary:

- o Leaps
- o Balances
- o Turns and traveling

Movement skills (see core skills to the left) completed with varying:

- Speed
- Energy
- Rhythm
- Flair
- Originality

Advances skills are assessed the same as core skills for each discipline (see core skills to the left), just with more efficient and technically difficult version.

o Step patterns

Folk:

o Step patterns

o Movement

o Rhythm

Irish:

o Leaps/jumps

o Balances

o Turns and traveling

o Step patterns

Street:

o Jumps

o Holds/grabs

o Step patterns

o Turns and traveling

Tap:

- o Steps with one sound building to compound steps
- o Wings
- o Pick ups
- o Traveling steps
- o Different rhythms
- o Head, body and arm lines to portray the style of dance

Technique of manoeuvres:

- Aesthetics of movements – Body tension/extension, coordination of body parts
- Balance
- Control of body shape

Decision making and tactical awareness, to include:

- Difficulty of routine
- Choreography of routine
- Responses and Interpretation to music
- How to ensure the routine flows
- Body awareness and ensuring that you choose movements that work well for you
- Use of flight - leaps
- Acceleration/deceleration of movements
- Spatial awareness and moving into space
- When to use showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other dancers e.g. adopt a different routine depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

YEAR 7 FOOTBALL

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core: (Outfield and GK) (Outfield Positions only) (GK only)	Advanced: (Outfield and GK) (Outfield Positions) (GK only)
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Ball Control: • Using both feet. • **Handling, catching, parrying, punching**

Passing (dominant foot): • Short, • Long – both lofted and along the ground, • **Clearance of back passes, goal kicks, kicking from hands, throws**

Shooting: (Dominant foot), • Short and long range.

Dribbling: • Use of both feet, • Close control

Heading

Tackling: • Block tackle, • Jockeying

Marking: • Player with the ball

Shot-stopping: • Different shot heights and ranges, • Diving and standing saves

Ball Control: • Using chest, thigh

Non-dominant foot passing

Dominant foot shooting: • Use of swerve, • Volleys

Non-dominant foot shooting

Dribbling: • Ability to beat opponents

Heading: • Defensive or attacking

Marking: • Player without the ball

Clearance of back passes (non-dominant foot)

Shot-stopping: • Defending penalties, • one-against-ones.

Decision making and tactical awareness, to include:

- When/where to pass/shoot/dribble/tackle, • Which pass to make, • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the field, ○ Defensive positioning on the field, ○ Defensive plays – man-to-man marking, zonal marking.
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game.
- Awareness of the rules and regulations of the game and their application (including refereeing signals).
- Positioning and organisation at set pieces, communication, **command of area, use of penalty area to judge interceptions.**

YEAR 7 GYMNASTICS

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<p>Core: Vaulting & Floor relative to Toot Hill Lessons</p>	<p>Advanced:</p>
<p>Olympic gymnastics skills applied to the appropriate discipline being assessed with low tariff versions of:</p> <p>Take off, flight and landing</p> <p>Rolls – forward and backward variations: log roll, egg roll, teddy bear roll.</p> <p>Balances using different parts of the body – part balances</p> <p>Cartwheels</p> <p>Head stand</p> <p>Jumps/leaps</p> <p>Twists/pivots</p> <p>Steps</p> <p>Dance elements</p> <p>Transitions</p> <p>Sequencing</p> <p>Low tariff release/dismounts off equipment</p> <p>Use of apparatus</p> <p><u>Basic Vaulting:</u></p> <p><u>Flight from springboard (shapes in air)</u></p> <p>Cat spring Vault</p>	<p>Olympic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:</p> <p>Advanced rolls – dive forward roll, roll to handstands, rolls to straddle</p> <p>Hand/head springs</p> <p>Roundoff</p> <p>Walkover</p> <p>Higher tariff dismounts off equipment</p> <p>Advanced Vaults:</p> <ul style="list-style-type: none"> · Handspring to flat back off springboard · Handspring to flat back off box <p>Full handspring to feet</p> <p>Full Straddle long box</p>

Straddle Vault

Run up

Landing

Use of spring board/trampette

Dismount

Decision making and tactical awareness, to include:

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)
- Peer assessment of performance

- Self-Assessment of performances

YEAR 7 HEALTH RELATED FITNESS

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
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<p>Resistance Machines - Ability to maintain good technique</p> <p>Cardiovascular machines - Ability to maintain good technique</p> <p>Adhere to a prescribed training plan</p>	<p>Free weights- Ability to maintain good technique</p> <p>Kettle bells - Ability to maintain good technique</p> <p>Advanced exercises – clean and jerk, dead lift, snatch, barbell squat - Ability to maintain good technique</p>
<p>Decision making and tactical awareness, to include:</p> <p>Devise training plans</p> <p>Calculating 1 rep max</p> <p>Applying training principles (FITT, SPORT, periodisation)</p> <p>Understand rep-schemes and apply them to exercises depending on desired outcomes</p> <p>Show an understanding of different training methods</p> <p>Understand which muscle groups are being used during exercises</p>	

YEAR 7 HOCKEY

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
Range of skills:	Some core, few if any advanced	Most core, few advanced	All core, many advanced	All core nearly all advanced
Quality	Core: <u>inconsistent, limited</u> accuracy, control, fluency Advanced: any attempted skills have <u>little success</u>	Core performed <u>with consistency</u> and <u>good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>good</u> accuracy, control and fluency	Core performed with consistency and <u>very good</u> accuracy, control and fluency. Advanced with <u>some</u> consistency but <u>very good</u> accuracy, control and fluency.	Core and advanced performed with consistency and <u>excellent</u> accuracy, control and fluency.
Physical /mental fitness	Limited physical and psychological fitness and control.	Appropriate physical and psychological fitness and control to <u>perform effectively</u>.	High psychological and physical fitness.	Very high psychological and physical fitness.
Strategies and tactics	<u>Correct skill or tactic occasionally selected.</u>	Successfully selects skill or tactic on some occasions. <u>Limited awareness and response</u> of others strengths and weaknesses	<u>Successfully selects appropriate skill and tactics on many occasions.</u> <u>Good awareness</u> of others strengths and weaknesses.	<u>Successfully selects appropriate skill and tactics nearly every time.</u> <u>High awareness</u> of others strengths and weaknesses

Core:	Advanced:
<p>Outfield Player: Passing: <input type="checkbox"/> Push <input type="checkbox"/> Hit <input type="checkbox"/> Slap hit <input type="checkbox"/> Bunt Receiving and stopping the ball whilst stationary: <input type="checkbox"/> Open Stick Side <input type="checkbox"/> Closed Stick Side <input type="checkbox"/> Leading (posting up) Dribbling: <input type="checkbox"/> Open <input type="checkbox"/> Closed <input type="checkbox"/> Indian Elimination Skills: <input type="checkbox"/> V-Drag <input type="checkbox"/> R-Drag <input type="checkbox"/> Indian Dribble Shooting: <input type="checkbox"/> Open side technique Tackling: <input type="checkbox"/> Block <input type="checkbox"/> Jab – front and side Marking: <input type="checkbox"/> Player with the ball</p> <p>Goalkeeper: Mobility: <input type="checkbox"/> Running <input type="checkbox"/> Turning <input type="checkbox"/> Stopping Shot stopping: <input type="checkbox"/> Saving shots <input type="checkbox"/> Positioning <input type="checkbox"/> Narrowing the angles <input type="checkbox"/> Use of pads/feet <input type="checkbox"/> Stick Save</p>	<p>Outfield Player: Reverse stick passing: <input type="checkbox"/> Push <input type="checkbox"/> Slider <input type="checkbox"/> Tomahawk Open or reverse passing: <input type="checkbox"/> Aerial <input type="checkbox"/> Flick <input type="checkbox"/> Jink Receiving and stopping the ball whilst on the move: <input type="checkbox"/> Grip and body position <input type="checkbox"/> Using Reverse stick Dribbling: <input type="checkbox"/> Ability to beat opponents <input type="checkbox"/> Indian dribble <input type="checkbox"/> Close control Marking: <input type="checkbox"/> Player without the ball/shadowing</p> <p>Goalkeeper: Receiving and stopping the ball whilst on the move: <input type="checkbox"/> Grip and body position <input type="checkbox"/> Using Reverse stick Shot stopping: <input type="checkbox"/> Distribution <input type="checkbox"/> Kicking <input type="checkbox"/> Different shot heights and ranges <input type="checkbox"/> Hand saving and clearing in air and on ground <input type="checkbox"/> Diving to save in open play</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> When to pass/shoot/dribble/tackle Where to pass/shoot/dribble/tackle Which pass to make Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, short/penalty and long corners <ul style="list-style-type: none"> o Attacking positioning on the field (alternative formations) o Defensive positioning on the field (alternative formations) o Defensive plays – man to man marking, zonal marking Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game Awareness of the rules and regulations of the game and their application (including refereeing signals) (transition from 7-a-side to 11-a-side) 	

Positioning and organisation at set pieces (PCA & PCD, taking PS, Outletting from a 16), communication, command of the D (Goalkeeper only).

YEAR 7 NETBALL

Focus area	<i>Emerging</i> – a student who has emerging skills in the Y7 PE curriculum will be able to:	<i>Developing</i> – a student who has developing skills in the Y7 PE curriculum will be able to:	<i>Secure</i> – a student who has secure skills in the Y7 PE curriculum will be able to:	<i>Mastered</i> – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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		Limited awareness and response of others strengths and weaknesses	Good awareness of others strengths and weaknesses.	High awareness of others strengths and weaknesses
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Core:	Advanced:
<p>Footwork: • Stopping/landing • Pivoting</p> <p>Dodging</p> <p>Passing & Receiving: • Catching whilst stationary, Passing over short distances: • Chest, Overhead, Bounce, Shoulder pass.</p> <p>Shooting: (GS and GA only), Stationary Rebounds (GA, GS, GD, GK only)</p> <p>Marking: Player with the ball & shadowing</p>	<p>Ball handling & Attacking: Catching on the run and air</p> <p>Passing over mid-long distance: Chest, Overhead, Bounce, Shoulder pass Shooting: (GS and GA only) and Stepping</p> <p>Defence: Interception, Marking player without the ball, Stages of Defence</p>
<p>Decision making and tactical awareness, to include:</p> <p>Which/ When and where to pass/ shoot/ dodge. Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/ penalty. Attacking and defensive positions on the court</p> <ul style="list-style-type: none"> • Defensive ploys – man to man marking <p>Awareness of the rules and regulations of the game and their application (including refereeing signals)</p>	

YEAR 7 ORIENTEERING

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Strategies and tactics	Correct skill or tactic occasionally selected.	Successfully selects skill or tactic on some occasions. <u>Limited awareness and response</u> of others strengths and weaknesses	Successfully selects <u>appropriate skill</u> and tactics on <u>many occasions</u> . <u>Good awareness</u> of others strengths and weaknesses.	Successfully selects <u>appropriate skill</u> and tactics <u>nearly every time</u> . <u>High awareness</u> of others strengths and weaknesses

Core:	Advanced:
<ul style="list-style-type: none"> • Orientating the map to line features • understanding map colours and common symbols • holding the map with a thumb in place to maintain position • following line features ('handrails') • Checking the map at significant points between controls ('check points') 	<ul style="list-style-type: none"> • Using a compass to orientate the map and determine direction of travel • Using rough compass directions and catching features on long legs and more precise bearings on short legs • reading simple contour shapes • Navigating using contours only and interpreting complex contour detail • Managing long legs with few distinct check points.
<p>Core Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Making decisions at check points and hand rail junctions; interpreting all map symbols to visualise the terrain; judging specific distances (e.g. 100m along track); Making simple route choices; Judging distance by sight (e.g. half way between); Cutting corners and aiming off; Using catching features; using catching features; planning a route (simplifying legs with several check points) <p>Advanced Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Making route choices taking into account speed, distance and secure navigation; judging distance by pacing 	

YEAR 7 ROUNDERS

Focus area	<i>Emerging</i> – a student who has emerging skills in the Y7 PE curriculum will be able to:	<i>Developing</i> – a student who has developing skills in the Y7 PE curriculum will be able to:	<i>Secure</i> – a student who has secure skills in the Y7 PE curriculum will be able to:	<i>Mastered</i> – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Physical /mental fitness	Limited physical and psychological fitness and control.	Appropriate physical and psychological fitness and control to <u>perform effectively</u> .	High psychological and physical fitness.	Very high psychological and physical fitness.
Strategies and tactics	Correct skill or tactic <u>occasionally selected</u> .	Successfully selects skill or tactic on some occasions. <u>Limited awareness and response</u> of others strengths and weaknesses	Successfully selects <u>appropriate skill and tactics</u> on <u>many occasions</u> . <u>Good awareness</u> of others strengths and weaknesses.	Successfully selects <u>appropriate skill and tactics</u> <u>nearly every time</u> . <u>High awareness</u> of others strengths and weaknesses

Core:	Advanced:
<p>Batting – grips and their uses; stance; forehand</p> <p>Bowling – basic action; stepping action; variation of speed, height, angle</p> <p>Fielding – under-arm throwing and catching; over-arm throwing and catching; long barrier.</p> <p>Ability to bat and field over a distance of between 20-30 metres (male) and 10-20 metres (female)</p>	<p>Ability to bat and field over a distance of 25-30 metres.</p> <p>Batting- using backhand, tactical positioning, hitting in different directions</p> <p>Bowling- donkey drop, spin</p> <p>Fielding- one handed pick up and throw, scooping and chasing the ball</p>
<p>Decision making and tactical awareness, to include:</p> <p>The ability to set fields to deploy a certain tactic to outwit the opponent with some effectiveness.</p> <p>Knowledge of applicable rules and regulations of the game.</p> <p>Understanding of the scoring system and using it to your advantage.</p>	

YEAR 7 RUGBY

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
<p>Handling and carrying skills: • Picking up a ball: o Stationary o Moving o Falling on the ball</p> <p>Passing: • Both hands in either direction • Off-loading • Kicking</p> <p>Receiving: • On the move • Stationary • Ground pick-up Running with the ball, balanced running</p> <p>Beating opponents: • Hand off • Side-step • Change of pace/direction</p> <p>Try Scoring: • Grounding the ball with downward pressure • When and when not to use one/two hands</p> <p>Contact Skills: Tackling: • Basic technique from front and side • Close contact tackling</p> <p>Ruck: • Going to ground • Placing ball behind • Support roles • Clear out in various situations</p> <p>Maul: • Staying on feet • Body positioning • Support roles • Rolling maul • Tactics at maul</p>	<p>Handling and carrying skills: Passing: • Spin, both ways Beating opponents: • Feint • Swerve • Dummying • Switching</p> <p>Contact Skills: • Jackal • Counter ruck</p> <p>Tackling: • Basic technique from rear</p> <p><i>Position specific Specialist skills</i></p> <ul style="list-style-type: none"> • Scrum – individual positions and roles, collective skills of pushing and holding, ball distribution, support play once ball is out • Set scrummaging – binding, position of feet; angle of drive for each row • Line out play – tactics, roles and support • Kicking - high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal (position specific)
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • When to run/pass/kick • Where to run/pass/kick • Which pass to make • Controlled phase possession • Collective alignment • Methods to cross the gain line • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays o Attacking positioning on the field o Defensive positioning on the field o Defensive ploys – man to man marking 	

- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

YEAR 7 SOFTBALL

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core:	Advanced:
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<p>Batting – grips and their uses, stance</p> <p>Pitching – positioning and movements; step forward, weight shift, rotation, and shoulder/arm action</p> <p>Fielding – infield and outfield positions and stances (ready position/upright position), fielding ground balls, catching fly balls, throwing</p> <p>Running – base-running, stopping or turning at first base, leading off/stealing, retreat slide, bent leg slide</p> <p>Backstop</p> <p>Game play and tactics</p> <p>Individual and team skills</p>	<p>Batting – follow through and bunting</p> <p>Pitching - variation of speed, height, angle, spin.</p> <p>Fielding - backing up, force-outs, tag-outs</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot · Understanding of positions and roles in attack and defence · Principles of attack and defence · Applying tactics in different situations · Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing · Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions · Awareness of team strategies/tactics · Awareness of strengths/weaknesses and actions of other players 	

· Awareness of the rules and regulations of the sport and their application

YEAR 7 TENNIS

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core: Both in singles and doubles unless stated	Advanced:
Serving & Return of serve Groundstrokes: ☑ Forehand ☑ Backhand Volleys: ☑ Forehand ☑ Backhand	Groundstrokes: – variety of spin (backspin / slice and topspin) ☑ Forehand ☑ Backhand Serve: ☑ Use of spin (slice or topspin) ☑ Second serve

<p>Forehand Lob Court positioning: ☒ Footwork ☒ Speed ☒ Mobility</p>	<p>Drop shot / volley Overhead / smash Court positioning: ☒ Footwork ☒ Speed ☒ Mobility</p>
<p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> ☒ Selection of <u>appropriate shot</u> ☒ Principals of <u>attack</u> and <u>defence</u> e.g. roles and positioning ☒ Understanding of <u>positions</u> and roles in attack and defence ☒ Applying <u>tactics</u> in different competitive situations ☒ Applying different <u>systems/formations</u> of play in different situations e.g. attacking and defensive formations in doubles ☒ Applying other ploys/tactics to <u>outwit opponent</u> e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions ☒ Awareness of team strategies/tactics (doubles only) ☒ Awareness of strengths/weaknesses and actions of other players e.g. fitness ☒ Awareness of the rules and regulations of the sport and their application 	

YEAR 7 VOLLEYBALL

Focus area	Emerging – a student who has emerging skills in the Y7 PE curriculum will be able to:	Developing – a student who has developing skills in the Y7 PE curriculum will be able to:	Secure – a student who has secure skills in the Y7 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 PE curriculum will be able to:
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Core: Both in singles and doubles unless stated	Advanced:
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Serving:

- Tennis
- Float

Return of serve

Overhead techniques:

- Volley
- Setting
- Spike

Underhand techniques:

- Dig
- Receiving service

Rebounding

Teamwork and communication

Serving:

- Jump-topspin
- Jump-float

Overhead techniques:

- Block

Underhand Techniques:

- Emergency retrieve techniques

Net play

Back court play

Anticipation of and reactions to the ball

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles in attack and defence
- Principles of attack and defence
- Applying tactics in different situations
- Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application