Subject	Physical Education		Year Group	8

Column title	Athletics	Badminton	Basketball	Dance	Fitness	Football	Gymnastics	Invasion Games	Netball	Rounders	Rugby	Striking/Fielding - Cricket
Purpose of enhance	Consolidation of core skills and technical approaches in isolated practice, conditioned and larger/full sided games.	SOW being updated	Consolidation of core skills and tactical awareness in isolated practice, conditioned and larger/full sided games.	Consolidation of core skills and tactical awareness in isolated practice and development of some advanced choreographic devices applied to different themes and styles of dance.	Exploring the different core skills, and embed the techniques safely	Consolidation of core skills and tactical awareness in isolated practice, conditioned and larger/full sided games.	Consolidation of core skills and choreographic devices on floor and large apparatus.	Invasion Games Students will develop and master the core skills and techniques required to ensure effective performance in Netball. Learning intentions will focus on the mastery of the correct techniques for passing, footwork, attacking skills, defending skills and shooting. Students will begin to implement the skills in small sided competitive games, as an individual or a team. Progression from y 7 - s8 development to ensure core skills, further developed through full sided games 1.Revision overview 2.Recount 1 - progress point 1 (assessment of low level sequence) 3.Recount 2 & 3 - End of cycle assessment	Netball Curriculum overview Students will develop and master the core skills and techniques required to ensure effective performance in Netball. Learning intentions will focus on the mastery of the correct techniques for passing, footwork, attacking skills, defending skills and shooting. Students will begin to implement the skills in small sided competitive games, as an individual or a team Progression from y 7 - s8 development to ensure core skills, further developed through full sided games Lesson 1 - passing and receiving ●Recap the footwork patterns for a correct netball pass ●Demonstrate each type of pass (on a stationary or moving target) ●Demonstrate the correct technique for a chest pass Building on last year's knowledge recapping and applying the correct passing technique and being tactically aware of their to a teach pass. Revision overview Coaching & umpiring during small sided games Lesson 2 - Footwork ●Recap the footwork rule ●Demonstrate correct footwork in isolation ●Perform correct footwork technique in conditioned practice Building on last year's knowledge recapping and applying the footwork rule. Advanced - passing and footwork in the mesh Students to lead warm-ups in small groups & umpiring small games. Coaching during small sided games. LESSON THREE 1.Recap the footwork rule 2.Recap the different types of passes and correct passing techniques in a netball drill 3.Recap the rules of a full netball game Building on last year's knowledge through the drill you can incorporate advanced skills and applications to overcome this. Students to lead warm-ups in small groups, umpiring and Coaching during full sided games warm-up specific fitnesses of the court. LESSON FIVE 1.Recap how to mesh the player without the ball 2.Demonstrate your ability to mesh the player without the ball 3.Apply the rules of a full sided game of netball Building on last year's knowledge of meshing and dealing with the player and putting pressure on the ball in a full game growth, increased tactical awareness. Learners encouraged to do this on a better and a worse pitch. Lesson 3 - Shooting ●Describe how to perform a lob accurately (in football). ●Demonstrate the shooting technique ●Perform the shooting technique in isolation ●Apply the shooting technique in a small team with a skill focus on a particular area of development. Lesson 4 - Defending ●Describe the principles of defence. ●Apply the block into a game. ●Apply a defender in a full sided game and attempt to play in formation as a team ●Identify how students lead 21 phase warm-up with consideration for technique and the practice delivered. Officiate conditioned games. LESSON SIX 1.Recap the footwork rule 2.Recap the different types of passes and correct passing techniques in a netball drill 3.Recap the rules of a full netball game Building on last year's knowledge through the drill you can incorporate advanced skills and applications to overcome this. Students to lead warm-ups in small groups, umpiring and Coaching during full sided games warm-up specific fitnesses of the court. LESSON SEVEN ●Describe the 3 second block lastic ●Demonstrate the correct technique ●Apply the 3 second block into a game situation ●Identify how students lead 21 phase warm-up with consideration for technique and the practice delivered. Officiate conditioned games. LESSON EIGHT 1.Recap the footwork rule 2.Recap the different types of passes and correct passing techniques in a netball drill 3.Recap the rules of a full netball game Building on last year's knowledge through the drill you can incorporate advanced skills and applications to overcome this. Students to lead warm-ups in small groups, umpiring and Coaching during full sided games warm-up specific fitnesses of the court. LESSON NINE ●Describe how to mesh the player with the ball ●Demonstrate your ability to mesh the player with the ball ●Apply the rules of a full sided game of netball Building on last year's knowledge of meshing and dealing with the player and putting pressure on the ball in a full game growth, increased tactical awareness. Learners encouraged to do this on a better and a worse pitch. Lesson 5 - Interception ●Describe how to pass a ball accurately (in football). ●Demonstrate the intercepting technique ●Perform the intercepting technique in isolation ●Apply the intercepting technique in a small team with a skill focus on a particular area of development. Lesson 6 - Assessment ●Performance skills in isolation. ●Apply some skills in a conditioned practice ●Apply the skills into a game. ●Apply the skills in a conditioned practice ●Apply skills into a game. ●Identify how students lead 21 phase warm-up with consideration for technique and the practice delivered. Officiate conditioned games. Lesson Lesson 7 - catching and throwing ●Describe the different ways to catch the ball (in lacrosse) ●Describe the different ways to throw the ball (in lacrosse) ●Demonstrate your pass performance ●Identify how students lead 21 phase warm-up with consideration for technique and the practice delivered. Officiate conditioned games. Lesson 8 - Assessment (in isolation) ●Demonstrate your pass performance ●Apply your pass performance ●Apply your pass skills ●Apply your created fitness drill to pass ●Apply your pass skills Assessment - teacher to identify grades using the assessment criteria Lesson 9 - Assessment Lesson ●Complete the fitness tests and compare scores from 1. Extra - lesson: Learners indoor spaces available/ wet weather lesson. Hockey Tags Netball Cricket/rounders Fitness cycle (without pins or free weights as y7)	Rounders Lesson 1 - Revision overview Lesson 2 - Rounders - progress point 1 (assessment of low level sequence) Lesson 3 - Rounders - progress point 2 (assessment of low level sequence) Lesson 4 - Rounders - progress point 3 (assessment of low level sequence) Lesson 5 - Rounders - progress point 4 (assessment of low level sequence) Lesson 6 - Rounders - progress point 5 (assessment of low level sequence) Lesson 7 - Rounders - progress point 6 (assessment of low level sequence) Lesson 8 - Rounders - progress point 7 (assessment of low level sequence) Lesson 9 - Rounders - progress point 8 (assessment of low level sequence) Lesson 10 - Rounders - progress point 9 (assessment of low level sequence) Lesson 11 - Rounders - progress point 10 (assessment of low level sequence) Lesson 12 - Rounders - progress point 11 (assessment of low level sequence) Lesson 13 - Rounders - progress point 12 (assessment of low level sequence) Lesson 14 - Rounders - progress point 13 (assessment of low level sequence) Lesson 15 - Rounders - progress point 14 (assessment of low level sequence) Lesson 16 - Rounders - progress point 15 (assessment of low level sequence)	Rugby Lesson 1 - Introducing rugby 1.Warm-up Explain importance (level 1) Engage in (level 2) Plan (level 3) Safety & effectively lead (level 4) 2.Perform a pass under pressure 3. Use a variety of core skills under pressure Coach Catching (Moving and stationary) Passing (Both hands) Advanced: Spin pass (Both hands) Lesson 2 - Tackling 1.Describe the tackling technique 2.Perform a tackle using the correct technique Core Tackling (Front and sideline) Advanced: Tackling (Front and sideline & smothering) 3. Perform a tackle in a match 4. Lead a drill to develop the tackle Lesson 3 - The ruck 1.Describe the ruck 2.Perform a ruck Core: Going to ground, placing the ball, clearing out and support Advanced: Counter rucking 3. Perform different roles of ruck in a competitive game Lesson 4 - The maul 1.Define a maul & describe the technique used 2.Perform a maul in a competitive situation Core: Stepping on feet, support Advanced: Pushing the maul 3.Use feedback on my peers' rucking technique 11. Identify a strength/weakness 12. Justify a strength/weakness 13. Describe how to improve a weakness 14. 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Lesson 7 - Assessment Lesson 1: Pre Assessment / Teacher Assessment *1 part of moderation teacher will assess during this lesson Lesson 8 - Assessment Lesson 2: Pre Assessment / Teacher Assessment *2 part of moderation teacher will assess during this lesson ●Apply positioning, different types of shots and tactics in a small sided game with a focus on attacking ●Apply the ruck and maul game as a second game Lesson 9 - Assessment Lesson 3: Assessment ●Apply strokes, techniques and tactics learnt into a game situation ●Use peer assessment criteria to identify cycle level for a fellow peer.	Striking/Fielding - Cricket Lesson 1 - Introducing cricket 1.Warm-up Explain importance (level 1) Engage in (level 2) Plan (level 3) Safety & effectively lead (level 4) 2.Perform a pass under pressure 3. 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Knowledge to empower	1.Recap: Long Jump ●Introduction to event and safety points. ●Discussion around jumps: specific warm-ups and ideas shared. ●Basic warm-up can be set with groups established to facilitate student led warm-ups next lesson. ●Discussion of takeoff point from standing or short approach to develop jump technique and achieve greater for jump distance. ●Application of run up to jump. Students encouraged to move onto longer approach run up more quickly than previous year and to increase pace of their approach. Will be attempt hang technique) ●Discussion of rules of the event and measured jumps to gain PB and provide opportunity for more peer feedback and assessment. (Use of assessment criteria to assess quality / difficulty) Students encouraged to reflect on their PB from previous year and set target to improve based on feedback) Leadership Focus: Student led warm-up (groups). Opportunity for partner coaches and officiating, cross 2.Recap: Triple Jump ●Introduction to event and safety points. ●Student led warm-up building on knowledge from previous jumps lesson. ●Breakdown of Triple jump technique on grass or track. ●Focus on achieving one hop, step and jump phases with partner acting as coach. (students encouraged to use feedback from previous lesson to improve their previous year and reduce time spent on standing technique to allow time for run up to be introduced). ●Introduction of short 5 strides run up and jump into pit. - Very beginnerlevel students can reach on. Progress to longer run ups where appropriate, students can transfer their 5 run up to 7). ●Discussion of event rules and measured jumps into pit to achieve PB and provide more opportunity for more peer feedback and assessment. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Student led warm-up (whole class). Peer coaching and developing knowledge of officiating rules 3.Recap: Shot Put ●Introduction to event and safety points. ●Demonstration of shot put technique. ●Breakdown of shot put technique, focusing on the 3 a three specific warm up. ●Discussion of shot put technique, focusing on the 3 a three ●Basic grip – throwing from kneeling. ●Basic standing throw without implement. (Toe, Knee, Chin) ●Application of full technique throws using appropriate weight shot pulls. Peer evaluation throughout. Students consolidating their knowledge of skill from previous years, and applying their technique to proper shot pulls as opposed to softballs.) ●Discussion of event rules and measured throws to gain PB and provide more feedback opportunity and assessment. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Student led warm-up (whole class). Peer coaching. 4.Recap: Discus ●Introduction to event and safety points. ●Demonstration of discus. ●Breakdown of technique using appropriate weight shots. ●Basic grip – rolling implement along floor. ●Basic standing throw without implement. (Toe, Knee, Chin) (non-emphasis placed on micro-complex/ technical details e.g. delayed hip, lifting on release of disc.) ●Application of full technique throws using appropriate weight discus. Peer evaluation throughout. Students can use an appropriate discus weight, as may be too heavy a heavier implement than previous year.) ●Discussion of event rules and measured throws to gain PB and provide more feedback opportunity and assessment. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Student led warm-up (groups). Peer coaching. 5.Recap: Javelin ●Introduction to event and safety points. ●Student led warm-up. ●Breakdown of Javelin technique using appropriate weight javelins. ●Basic grip – throwing from kneeling. ●Basic standing throw without implement. ●Application of full technique. ●Consolidation of previous years technique applied to proper throwing implement. ●Discussion of event rules and measured throws to gain PB and provide more feedback opportunity and assessment. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Student led warm-up (whole class). Peer coaching. 6.Recap: Relay ●Introduction of event and discussion of safety points. ●Discussion around baton pass: ideas shared. Focus on baton pass and catch. ●Basic warm-up is heading down lane and lay/ lay technique. ●Application of skill in flight of hurdles at learner's choice of height building in peer evaluation. ●Reward non-overflight to gain PB and provide feedback opportunity and assessment. (Use of assessment criteria to assess quality / difficulty) Students consolidating their knowledge from last year but pushed to attempt a higher hurdle height, increase their pace, reduce strides taken between hurdles and attempt increased number of hurdles from previous year.) Leadership Focus: Student led warm-up (groups). Peer coaching 7.Recap: Relay ●Introduction to event and safety points. ●Student led warm-up. ●Breakdown of baton pass technique in pairs from stationary position. ●Building on lib to pass on changeover techniques at a running pace with peer evaluation throughout. ●Basic timed event with students running a distance within teams in their own level of challenge. Students consolidating knowledge from previous years, learn but encouraged to apply more speed to their changeovers and attempt both up and down sweep techniques.) Leadership Focus: Student led warm-up (whole class). Peer coaching. 8.Recap: Longer distance jumping ●Introduction to event and safety points. ●Demonstration of technique.	SOW being updated	1.Baseline Assessment - teacher to gauge starting point of learners. Future lessons to pitch difficulty dependent on starting point. Focus: ball control Leadership Focus: Knowledge recall and warm-ups. ●Introduction of the different ways of dribbling (over/dribbling/ around) ●Apply a strong & secure triple/three passes (one under direct pressure from a defender). For teacher ●Dribbling ball ball catches ●Discuss: Ball control development Leadership Focus: Centre students who go in the middle to lead the warm up. Opportunity for leadership Focus: consolidating knowledge (you know point of the bounce, and a wider range of dribble skills offered) ●Introduce the pass and dribble skills. ●Apply to competitive situations. ●Apply to competitive situations. Leadership Focus: Teacher led, gradually promoted to take the lead. ●Demonstrate of the key passes in game situations (more focus of passing on the mesh) ●Introduce the shooting technique. ●Discussion pass and others performance ●Discuss: Shooting (jump shots) Mid point assessment with skills that are the core skills. Leadership Focus: Share the SPG improvement plays ●Apply the key passes and perform to coach the tech lesson ●Identify the teaching points. of a jump shot ●Demonstrate technique ●Apply technique in a game situation ●Discuss: shooting (Layups) Leadership Focus: Share the SPG improvement plays ●Apply the key passes and perform to coach the tech lesson ●Apply ●Discussion of ways of lying up the ball (weak hand and strong hand) (Introduce to some) ●Demonstrate the key teaching points ●Apply the lay up in a game ●Discuss: Progressing to longer distances (5x5, 3x3, 1v1 cross court, 1v1 full court) Depending on experience of students, they can land their teams. Hematoma with skills and tactics ●Apply the key passes and perform to coach the tech lesson ●Demonstrate strength and conditioning ●Discuss: assessment 1v1 in 5v5 Assessment lesson ●Identify the roles in a game of Basketball ●Set excess my performance ●Discuss: assessment 1v1 in 5v5 Assessment lesson ●Apply the rules and regulations to full court 1v1 in a game ●Apply positioning in the mesh ●Apply attacking principles to a full game	1.Pass and Send Dance (Assessment - teacher to gauge starting point of learners. Future lessons to pitch difficulty dependent on starting point. Focus: Ball control ●Progress create a dance specific warm-up. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Dance ●Introduce introduced to chosen dance style with a slow example. ●Students to use images as stimulus to create the start of their dance ●Send and Receive changes applied to routine. (Building on knowledge of last year's choreographic dances and progression through combining both) Leadership Focus: Structure and importance of warm-up / leadership of 3 warm ups (groups) within groups. 2.Rehearsal ●Rehearsal and point assessment ●Students develop routine by linking their formations from last week by applying pathways - 'Just dance' to choose a style to act as inspiration/stimulus ●Evaluation of routines so far. Leadership Focus: Group warm-up. - component or full. Leadership opportunities when choreographing routine 3.Dance - Simplicity/smoothness and cumulation ●Students, in groups and dance, as a group what they think key terms mean/look like. ●Discussion around key terms. ●Students to apply scenes and actions to their routine. (Including on knowledge from last year's choreographic dances and progression through combining both) ●Self/ peer evaluation of performance. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Group warm-up for rest, opportunity to lead larger group or two group. Leadership of choreography within groups. 4.Rehearsal and point assessment ●Students develop routine by linking their formations from last week by applying pathways - 'Just dance' to choose a style to act as inspiration/stimulus ●Evaluation of routines so far. Leadership Focus: Group warm-up. - component or full. Leadership opportunities when choreographing routine 5.Dance - Simplicity/smoothness and cumulation ●Students, in groups and dance, as a group what they think key terms mean/look like. ●Discussion around key terms. ●Students to apply scenes and actions to their routine. (Including on knowledge from last year's choreographic dances and progression through combining both) ●Self/ peer evaluation of performance. (Use of assessment criteria to assess quality / difficulty) Leadership Focus: Group warm-up for rest, opportunity to lead larger group or two group. Leadership of choreography within groups. 6.Assessment Thriller (1st contemporary Dance theme - dependent on group ●Discussion around performance. ●Students to explore and dance as a group what they think Jazz/contemporary ●Discussion around key terms. ●Students to apply Jazz/contemporary to their routine. ●Self/ peer evaluation of performance. Leadership Focus: Group warm-up, and opportunity to lead full class. leadership of choreography within groups. 7.Assessment ●Discussion around key terms. ●Students to explore and dance as a group what they think Jazz/contemporary ●Discussion around key terms. ●Students to apply Jazz/contemporary to their routine. ●Self/ peer evaluation of performance. (Pre Assessment / Teacher Assessment *1 part of moderation teacher will assess during this lesson) Leadership Focus: Group warm-up. - full. Leadership opportunities through instruction/ feedback and larger group leadership and feedback tasks. 8.Rehearsal and point assessment ●Discussion around performance. ●Discussion around Assessment lesson. ●Performance and evaluation. (Use of assessment criteria to assess quality / difficulty) (consolidation knowledge of refinement and feedback skills from year 7 and progressing further through encouraging students to go into more detail and dig deeper with their evaluation). Leadership Focus: Group warm-up, and opportunity to lead full class. leadership of choreography within groups.	1.Warm-up Explain importance (level 1) Engage in (level 2) Plan (level 3) Safety & effectively lead (level 4) 2.Perform a pass under pressure 3. 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Students will begin to implement the skills in small sided competitive games, as an individual or a team Progression from y 7 - s8 development to ensure core skills, further developed through full sided games Lesson 1 - Introducing rugby 1.Warm-up Explain importance (level 1) Engage in (level 2) Plan (level 3) Safety & effectively lead (level 4) 2.Perform a pass under pressure 3. Use a variety of core skills under pressure Core: Catching (Moving and stationary) Passing (Both hands) Advanced: Spin pass (Both hands) Lesson 2 - Tackling 1.Describe the tackling technique 2.Perform a tackle using the correct technique Core: Tackling (Front and sideline) Advanced: Tackling (Front and sideline & smothering) 3. Perform a tackle in a match 4. Lead a drill to develop the tackle Lesson 3 - The ruck 1.Describe the ruck 2.Perform a ruck Core: Going to ground, placing the ball, clearing out and support Advanced: Counter rucking 3. 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Key Words	Speed, endurance, power, reaction time, co-ordination, balance, rotation, angle of release, trajectory, Jump Take, Jump Land, Flight, take off, landing	SOW being updated	Sideline Baseline Half court Sprint line The Key area Off-lane Half court Full court Cross	Counts/beats Synchronised Timing Tempo Rhythm Sweeteners Choreographic Devices Basics Motif Motif Canon Unison Formations Levels Pathways Accumulation ⊃ Unison Simultaneous Canon Cumulative Canon Dynamics Retrograde	Yoga & Gym Heart Rate (bpm) Resting Heart Rate (RHR) FITT - Frequency, Intensity, Time and Type Physical Components of Fitness Flexibility Speed Body Composition Aerobic endurance Muscular endurance Muscular strength Skill Related Components of Fitness Balance Coordination Reaction time Agility Power	Control Dribble Pass Shoot Shooting Goalkeeping Defending Attacking Offside Corner Throw-in	Gymnastics Balance Body Tension (Strong) Shape (Straight) Extension (Stretched) Point (Toes) Flexibility Power Core Unison Synchronisation Levels Transitions Pathways Dynamics Aesthetics	SOW being updated	Attack Defence Dodge Pivot Footwork Footpass Obstruction Contact Replay Penalties Penalty pass	Co-Ordination Balance Catching Throwing Kicking Long barrier Bat/wicket Batting Deep fielder Wicket keeper Bowling up Tactics Placing the field Umpire	Coaching Marking Stationary Passing Basic pass Spin pass Offload Tackling Basic tackle Tackle from behind Scrum Team of Power Maul Stepping on feet Driving support Counter ruck Rucking maul Rucking opponents Sideway Change direction/pace Force Turn Dummy Rush Going to ground Placing the ball Clearing out Ruck Counter ruck Positioning Circle Defensive line Attacking line Depth Width Scum Crouch Bind Set	Co-Ordination Batting Bowling Fielding Throwing Catching Long barrier Bat/wicket Forward defence Sweep Long barrier Wicket keeper Bat/wicket Wicket keeper Wicket keeper Bowling up Tactics Placing the field Umpire
End Point	Consolidation of core skills and technical and tactical knowledge of events. Leadership of whole class warm-ups.	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and short routines, consolidation of technical and choreography knowledge and leadership of small group warm-ups/ routines	Consolidation of knowledge of a variety of activities. Consolidation of components of fitness and leading whole class warm-up/ fitness tests.	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and choreography knowledge and leadership of small group warm-ups/ routines.	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills	Consolidation of core skills in isolated practices and conditioned games, consolidation of technical and tactical knowledge. Leadership of whole group warm-ups/ sport specific drills
Assessment method	Ongoing formative assessment throughout scheme due to nature of activities.	SOW being updated	Baseline First lesson Throughout when introducing new skills. Lesson 7 & 8 in line with department assessment policy	1. Baseline assessment 2. Mid point assessment 3. Final assessment	Lesson 6 - progress points Lesson 1, 2 & 8 assessment lessons	Lesson 5 & 8 - progress points Lesson 7 & 8 assessment lessons	1.Baseline - Baseline assessment 2.Recount 1 - progress point 1 (assessment of low level sequence) 3.Recount 2 & 3 - End of cycle assessment	1.Baseline - Baseline assessment 2.Recount 1 - progress point 1 (assessment of low level sequence) 3.Recount 2 & 3 - End of cycle assessment	BASELINE ASSESSMENT (Lesson 1) FULL COURT GAMES (Lesson 5) Lesson 6 - Assessment Levels 1-5 High Ability 5: Lesson through application of core and advanced skills assessed on 1v1 in isolation, conditioned and competitive games. Ability to follow rules, and officiate a game Evaluate own and others performance giving structured feedback. Lesson Ability 4: Students accessing levels 2-3. Lesson through application of core and advanced skills assessed during the cycle in isolation, conditioned and competitive games. Evaluate own and others performance giving structured feedback.	1.Baseline - Baseline Assessment 2.Recount 1 - progress point 1 (assessment of low level sequence) 3.Recount 2 & 3 - End of cycle assessment	Lesson 1: Baseline Pitching, passing, catching, changing direction/pace Lesson 5: Mid point Lesson 8 & 10 In line with department assessment policy using the full assessment criteria.	Lesson 1: Baseline Pitching, passing, catching, changing direction/pace Lesson 5: Mid point Lesson 8 & 10 In line with department assessment policy using the full assessment criteria.	Baseline First lesson Throughout when introducing new skills Lesson 7 & 8 in line with department assessment policy