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Year 7

Department of Physical Education

OVERVIEW

In Year 7 students are introduced to a range of different sports and activities. We aim to provide a good grounding in each of the activities outlined below. Students are taught the basic skills of each sport and these are put into practise in small sided games and competitive situations. We also look to develop good team work and the ability to collaborate through group tasks. For students who are looking to develop their skills further we signpost them towards the many extra-curricular PE clubs on offer at Nonsuch.

Skills Developed

- Physical skills and techniques for each of the sports outlined below.
- General fitness - stamina, balance, agility, core stability.
- Knowledge of rules and tactics.
- Teamwork.
- Problem solving.
- Creativity.
- Evaluation and analysis through peer observation and feedback.

Topics covered

Hockey	<ul style="list-style-type: none"> • Basic ball control, dribbling, passing and receiving. • Reverse stick dribble. • Knowledge of basic rules and tactics. • Small-sided games and mini hockey (7v7).
Netball	<ul style="list-style-type: none"> • Ball handling, footwork, passing, receiving. • Dodging, marking and intercepting. • Knowledge of basic rules and tactics. • Small-sided games and full games (7v7)
Football	<ul style="list-style-type: none"> • Basic ball control, dribbling, passing and receiving. • Attacking and defending skills. • Knowledge of basic rules and tactics. • Small-sided games and 7-a-side matches.
Gymnastics	<ul style="list-style-type: none"> • Basic rolling skills - forwards, backwards, side and log. • Taking weight on hands - headstand, handstand, cartwheel. • Choreographic principles - canon, unison, levels, dynamics etc. • Choreographing routines in small groups.
Dance	<ul style="list-style-type: none"> • Introduction to the elements of dance with a specific focus on actions. • Introduction to a variety of choreographic principles and performance techniques including timing and performance qualities etc. • Application of the elements of dance and choreographic principles to a given stimulus.
Swimming	<ul style="list-style-type: none"> • Fundamentals - floating, sculling, surface diving etc. • Strokes - front crawl, back crawl and breaststroke.

	<ul style="list-style-type: none"> • More able students may work on their breathing techniques and tumble turns for example.
Rounders	<ul style="list-style-type: none"> • Basic fielding skills - throwing, catching, fielding. • Batting and bowling. • Knowledge of basic rules and tactics. • Gameplay.
Tennis	<ul style="list-style-type: none"> • Groundstrokes - forehand and backhand. • Serving. • Volleying. • Knowledge of basic rules and tactics.
Athletics	<ul style="list-style-type: none"> • Track which may include 100m, 800m and relay etc. • Throwing which may include discus, shot put and javelin. • Jumping which may include long jump and high jump.

How we assess your child's progress

We undertake holistic assessments in PE. Your child's skills and ability to apply them in game situations/routines are observed over the course of a unit of work. Typically, each unit of work will also end with a final assessment, for example choreographing a gymnastic routine or participating in a tournament in games activities, this allows us to observe the application of skills, tactics and rules.

During Year 7, students are given a colour which best reflects their ability in each activity. Students are aiming to achieve a green or above in each sport.

Please bear in mind that progress is not always linear and may fluctuate based on the sports that are bring covered at any particular time. In addition, although a student may be attaining a 'green' overall, they may be a 'blue' or 'purple' in one particular sporting activity.

<u>Purple</u>	<ul style="list-style-type: none"> • The quality of technique is maintained for all skills and throughout all practices. • When faced with opposition, decision making is consistently effective. • There are few errors and the student is adaptive when faced with progressively challenging situations. • They almost always produce the intended results/accuracy. • The student shows a high level of ability to perform technically accurate and expressive movement, almost always fully relevant to the demands of a very high level of performance. • The student shows a good level of ability to make successful and effective tactical and strategic decisions. • The student's contribution is effective, significant and sustained. • The student has a high level of general and specific fitness.
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<p style="text-align: center;"><u>Blue</u></p>	<ul style="list-style-type: none"> • The quality of technique is maintained for most skills but may start to deteriorate in the most challenging practices. • When faced with opposition, decision making is often effective. • They regularly produce the intended results/accuracy. • The student shows the ability to perform technically accurate and expressive movement, usually relevant to the demands of a high level of competition. • The student shows the ability to make successful and effective tactical and strategic decisions with minor lapses. • The student's contribution is usually effective and significant and is sustained for the majority of the game. • The student has a good level of general and specific fitness.
<p style="text-align: center;"><u>Green</u></p>	<ul style="list-style-type: none"> • The quality of technique is maintained for most skills but often deteriorates in more challenging practices. • The student is beginning to develop decision making skills but the effectiveness of decision making is inconsistent. • They sometimes produce the intended results/accuracy. • The student shows the ability to perform technically accurate and expressive movement relevant to the demands of an average level of performance, but there may be some obvious weaknesses. • The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. • The student has a fair level of general fitness and some specific fitness.
<p style="text-align: center;"><u>Yellow</u></p>	<ul style="list-style-type: none"> • The quality of technique is maintained for some skills in basic practices but will deteriorate with increased challenge. • The student is beginning to develop decision making skills but decision making is only occasionally effective. • The student's contribution is infrequent throughout the game and is occasionally effective. • The student shows some ability to perform technically accurate and expressive movements but there are significant weaknesses and inconsistencies in their performance. • The student requires improvement in a number of aspects of fitness.

How we support and develop your child

- All students are supported within lessons regardless of previous experience and ability.
- Tasks are differentiated to allow each individual to reach their own personal potential.
- We offer numerous extra-curricular PE clubs during lunchtimes and after school.
- Students who show potential in lessons are encouraged by PE staff to attend our extra-curricular clubs. Any student who excels in an extra-curricular club may also be signposted towards external clubs that they may wish to join.
- We run a number of inclusive interhouse events during the year including netball, hockey, rounders, tennis, athletics and swimming. These allow all students to engage in friendly competition and experience competitive sports.

How you can help your daughter

- Please help your child to ensure that they have the correct PE kit on days a PE lesson is timetabled.
- Encourage your child to attend extra-curricular clubs from the start of Year 7. This will help them to keep fit and make new friends.
- Encourage your child to be active outside of school by finding an activity that they enjoy.
- If your child has limited previous swimming experience we would encourage you to take them swimming or enrol them in additional swimming lessons as this is an essential life skill. It is the government's aim that all pupils should leave primary school being able to swim at least 25 metres.

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