

Bilton School – Planning for progress over time – softball

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 7					Year 8					Year 9					Year 10					Year 11								
	Big Picture- Understand basic skills and rules of the game of softball, including conditioned games to develop the sense of reinforcing basic skills. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Develop positional and tactical play to outwit opponents during direct competition. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop knowledge of rules and tactics to outwit opponents. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4
	L2 - fielding – SSG	L4 – throwing – SSG	L6 – catching - SSG	L8 – hitting / striking – SSG	L10 – bowling - SSG	L2 – striking and bowling	L4 – game play rules	L6 – game play fielding	L8 – game play – tactical play from the field	L10 – game play	L2 – umpiring decisions / game play	L4 – game play / tactics for fielding team	L6 – game play umpiring decisions	L8 – fielding decision making	L10 – game play – umpiring decisions	L2 – Sport education – game play	L4 – Sport education – game play	L6 – Sport education – game play	L8 – sport education – game play	L10 – Sport education – game play	L2 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play					
	L1 – catching – SSG	L3 – hitting /striking – SSG	L5 – bowling – SSG	L7 – fielding – SSG	L9 – throwing – SSG	L1 – catching and fielding	L3 – calling and running	L5 – game play tactics	L7 – game play – striking – bump ball	L9 – game play – tactics from the bat	L1 – game play – umpiring	L3 – tactics for batting team	L5 – game play – umpiring decisions	L7 – batting decision making	L9 – game play / umpiring	L1 Sport education – game play	L3 – Sport education – game play	L5 Sport education – game play	L7 Sport education – game play	L9 Sport education – game play	L1 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play	L1 SPORT EDUCATION- game play					
Progress and Assessment	<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student’s ability to break down skills into preparation, execution, and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of 					<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student’s ability to break down skills into preparation, execution, and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, 					<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student’s ability to break down skills into preparation, execution, and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, 					<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student’s ability to break down skills into preparation, execution, and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, 					<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student’s ability to break down skills into preparation, execution, and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, 								

IMPLEMENTATION

	tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.	communication, leadership, effort and attitude in lessons <u>Hands</u> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.	communication, leadership, effort and attitude in lessons <u>Hands</u> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.	communication, leadership, effort and attitude in lessons <u>Hands</u> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.	communication, leadership, effort and attitude in lessons <u>Hands</u> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.
Key Vocabulary/ Literacy	Communication Teamwork Tactics Low Ball Foul Ball Speed Accuracy Power	Tactics Communication Evaluation Observation of opponents Low Ball Foul Ball Speed Accuracy Power	Communication Umpiring Decision making Analysis Low Ball Foul Ball Speed Accuracy Power	Independent decision making Team work Communication Evaluate and analyse Progression through technical practice. Low Ball Foul Ball Speed Accuracy Power	Independent decision making Team work Communication Evaluate and analyse Progression through technical practice. Low Ball Foul Ball Speed Accuracy Power
Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.	V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.	V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.	V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.	V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.
Impact	Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport. assessment				