

**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.					Big picture- Develop positional and tactical play to outwit opponents during direct competition.					Big Picture- To develop knowledge of rules and tactics to outwit opponents.					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	Week 5
	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 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	L1 SPORT EDUCATION- game play					
<b>End Point</b> Progress and assessment	At the end of the year 7 Softball unit students will be able to: <ol style="list-style-type: none"> <li>Demonstrate catching techniques with both hands when stationary</li> <li>Identify some fielding techniques (individual)</li> <li>Identify some fielding techniques (team)</li> <li>Inconsistently demonstrate the correct throwing technique with dominant hand.</li> <li>Inconsistently strike the ball when batting</li> <li>Inconsistently bowl the ball.</li> </ol> Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b> <ol style="list-style-type: none"> <li>Scoring Systems</li> </ol>					At the end of the year 8 Softball unit students will be able to: <ol style="list-style-type: none"> <li>Demonstrate catching techniques with both hands when moving</li> <li>Understand most fielding techniques (individual)</li> <li>Understand some fielding techniques (team)</li> <li>Consistently demonstrate the correct throwing technique with dominant hand.</li> <li>Consistently strike the ball when batting</li> <li>Consistently bowl the ball.</li> </ol> Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b>					At the end of the year 9 Softball unit students will be able to: <ol style="list-style-type: none"> <li>Demonstrate catching techniques with one hand when stationary</li> <li>Demonstrate some fielding techniques (individual)</li> <li>Demonstrate some fielding techniques (team)</li> <li>Inconsistently demonstrate the correct throwing technique with non-dominant hand.</li> <li>Consistently strike the ball when batting with accuracy.</li> <li>Consistently bowl the ball with accuracy.</li> </ol> Leadership Roles: <b>(officiating and therefore effectively understanding</b>					At the end of the year 10 Softball unit students will be able to: <ol style="list-style-type: none"> <li>Demonstrate catching techniques with one hand when moving.</li> <li>Demonstrate most fielding techniques (individual)</li> <li>Demonstrate most fielding techniques (team)</li> <li>Consistently demonstrate the correct throwing technique with non-dominant hand.</li> <li>Consistently strike the ball when batting with accuracy in multiple directions.</li> <li>Consistently bowl the ball with accuracy at different levels of speed.</li> </ol>					At the end of the year 11 Softball unit students will be able to: <ol style="list-style-type: none"> <li>Demonstrate catching techniques with non-dominant hand when moving.</li> <li>Demonstrate all fielding techniques (individual)</li> <li>Demonstrate all fielding techniques (team)</li> <li>Consistently demonstrate the correct throwing technique with both hands.</li> <li>Consistently strike the ball when batting with accuracy in multiple directions, using disguise.</li> <li>Consistently bowl the ball with accuracy at different levels of speed, using disguise.</li> </ol>									

IMPLEMENTATION

		<ol style="list-style-type: none"> <li>Scoring Systems</li> <li>Bowling umpire decisions</li> </ol>	<b>the application and sanctioning of the following rules)</b> <ol style="list-style-type: none"> <li>Scoring Systems</li> <li>Bowling umpire decisions</li> <li>Foul Balls</li> </ol>	Leadership Roles: ( <b>officiating and therefore effectively understanding the application and sanctioning of the following rules)</b> <ol style="list-style-type: none"> <li>Scoring Systems</li> <li>Bowling umpire decisions</li> <li>Foul Balls</li> <li>No Balls</li> </ol>	Leadership Roles: ( <b>officiating and therefore effectively understanding the application and sanctioning of the following rules)</b> <ol style="list-style-type: none"> <li>Scoring Systems</li> <li>Bowling umpire decisions</li> <li>Foul Balls</li> <li>No Balls</li> </ol>
<b>Key Vocabulary/ Literacy</b>	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
<b>Connected Knowledge</b>	<b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b> 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.	<b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b> 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.	<b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b> 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.	<b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b> 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.	<b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b> 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.
<b>Spiritual, Moral, Social and cultural.</b>	Use of the imagination and creativity in their learning Willingness to reflect on their experiences, both within and outside of school Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives Showing understanding of the consequences of their actions Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively Willingness to participate in, and respond to sporting opportunities				
<b>British values</b>	Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life. Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values. Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions. Tolerance of different cultures and religions Mutual respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values. Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.				
<b>Impact</b>	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. <b>assessment</b>				
<b>Cultural values</b>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of maintaining good health and diet. The three different types of health.</li> <li>Explore what the term 'wellbeing' means. The different types of wellbeing.</li> <li>Develop an understanding around factors which can impact on</li> </ul>	<ul style="list-style-type: none"> <li>Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success.</li> </ul>	<ul style="list-style-type: none"> <li>Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you.</li> <li>Understand what positive relationships are – building relationships through team</li> </ul>	<ul style="list-style-type: none"> <li>Understand about positive relationships and wellbeing – how does this translate over to sport?</li> <li>Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing and the role that exercise and physical activity can play in maintaining it.</li> <li>Evaluating how we can develop our levels of physical,</li> </ul>

	<p>mental health and wellbeing, such as the social benefits of participating and socialising through team sports.</p> <ul style="list-style-type: none"> <li>Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals.</li> <li>Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence.</li> </ul>	<p>sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport?</p>	<p>in order to achieve a common goal in sport.</p> <ul style="list-style-type: none"> <li>Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports.</li> </ul>	<p>mental health and wellbeing through sport and exercise.</p>
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