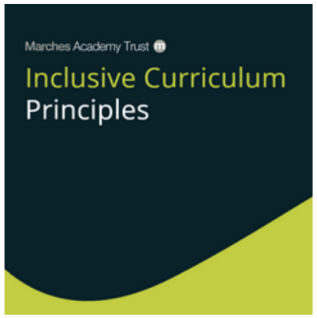
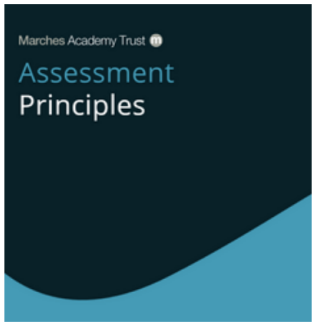
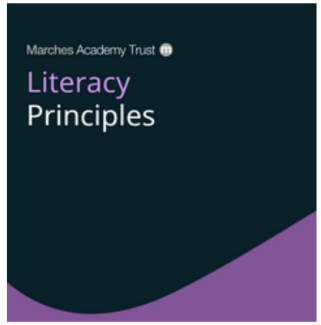
2026-2028 CURRICULUM









What is our curriculum development work focused on?

Building and strengthening the foundation offer through:

1. **K**S2-KS5 sequencing (disciplinary and substantive knowledge).
2. **V**ocabulary- tier 2 and 3
3. **D**isciplinary Literacy

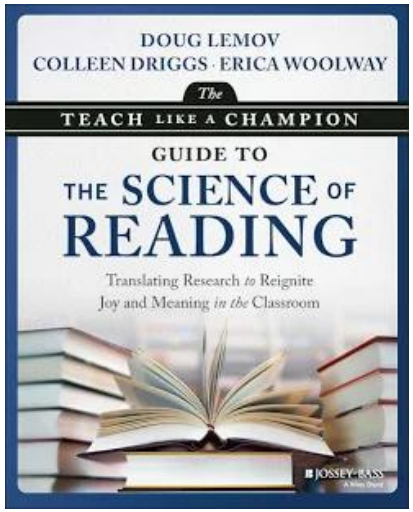
Oracy: threaded through all 3 areas. Can students speak it?

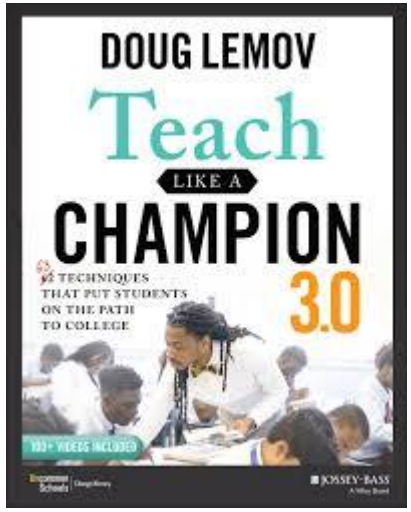
Implemented through:

- ELET (TLAC + Science of Reading strategies)

SJT Every Lesson Every Time

1 step at a time Curriculum planning is crafted to ensure low cognitive load for all	• **Accessible resources** : clear, inclusive and adapted materials. • **Regulation breaks** built into lesson plans as appropriate. • Clear and **concise language** for instruction. • **Chunk instructions** : clear, manageable steps.
2 consistent routines (entrance and exit) A calm and consistent classroom environment for all	• **Entrance routine:** students invited in, meet and greet, equipment out. • **Do now:** based on retrieval and visible on entry. • **High expectations:** established and repeated throughout. • **Exit routine:** 2 minutes before the bell- students stand behind chairs before dismissal. Circulate the room to assess standards of work.
3 checks for understanding All are made to think hard, and AFL is used to inform future adaption	• **Lesson planning** crafts opportunities for AFL to assess learning. *E.g. 3,2,1 show me boards, cold call, active observation, exit tickets.* • **Circulate:** monitor behaviour, presentation, literacy and address misconceptions. • **Adapt**: through re-teaching, giving feedback, scaffolding or challenge. • **Respond**: students reflect/act on the feedback live in lessons.
Look **4** the scaffold Modelling and support for all to be successful	• Informed by assessment of current knowledge and skill. • **Scaffold:** gradually taken away. I do, we do, you do. • **Model and WAGOLL:** show what success looks like from the start.
5 foundational skills All lessons are planned to adapt to literacy and numeracy data utilising foundational skills were appropriate.	• **Academic language:** Key 3 explicit vocabulary identified, displayed and checked for understanding. • **Communication**: speaking and listening opportunities scaffold talk and promote oracy. • **Reading:** AIR and FASE techniques are used to aid reading fluency and comprehension. • **Writing:** focus on SPaG, handwriting and disciplinary writing skills. • **Numeracy:** planning for numeracy application across the curriculum.





What academic research underpins our curriculum work?

Education Endowment Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1 Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2 Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3 Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4 Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5 Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6 Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7 Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Physical Education

Our vision

To meet the aims of the national curriculum by ensuring that all pupils:

- ✓ Develop competence to excel in a broad range of physical activities
- ✓ Are physically active for sustained periods of time
- ✓ Engage in competitive sports and activities
- ✓ Lead healthy, active lives

“Active children make strong students”

Dr. William Bird MBE

Marches Academy Trust

Physical Education – Learning Journey

Sir John Talbot's school | Marches Academy Trust

The Big Picture:
Healthy participation to embed habits for life
Development of motor competence
Understanding the importance of PE, activity, sport, and exercise on mental health and wellbeing.

"Active children make strong students"

KS5 Assessment
2 exams
(May of Y12 & Jan of Y13)
2 Units of coursework
(3 in Y12 and 2 in Y13)
All finished by Easter of Y13

Y13 BTEC Sport
Unit 2 Exam:
- Fitness Training and Programming

Unit 3 Coursework
- Professional development in the sports industry

Y12 BTEC Sport
Unit 1 Exam:
- Skeletal and muscular
- Cardiovascular and Respiratory
- Energy Systems

Unit 6 Coursework:
- Group dynamics
- Personality theories
- Motivation

Level 3 BTEC Sport

12 & 13

Y11 SPORT STUDIES
Sports media
Contemporary issues in sport (exam)

CORE PE SUMMER
- Athletics
- Cricket
- Dodgeball
- Rounders
- Softball

Y11 GCSE PE
Sports psychology
Socio-cultural issues
Commercialization
Health, fitness & wellbeing

CORE PE SPRING
- Dance
- Fitness
- Football
- Hockey
- Dodgeball

CORE PE AUTUMN
- Rugby
- Football
- Fitness
- Hockey
- Netball
- Badminton

Y10 SPORT STUDIES
Sports performance
Sports leadership

Y10 GCSE PE
Skeletal & muscular system
Heart & lungs
Training methods
Biomechanics
Effects of exercise

10 & 11

KS4 Assessment
GCSE & SPORT: End of unit/year assessment
Practical moderation
Coursework
CORE: Opportunities to assess levels of fitness.

9

AUTUMN
Leadership:
- What is in a warm up
- Planning a warm up
- Delivering a warm up

Football:
- Marking (player & space)
- Long lofted pass
- Tactical approaches

Rugby:
- Switch
- Miss - pass / spin - pass
- Offload

Netball:
- Marking
- Movement off the ball
- Defense

SUMMER
Athletics:
- Running
- Throwing
- Jumping

Cricket & Rounders:
- Throwing & catching (distance)
- Batting strokes
- Bowling

SPRING
Dance:
- Space
- Dynamics
- Formations

Cross Country:
- Pacing and endurance

Badminton:
- Moving opponent
- Varying shot types

SUMMER
Athletics:
- Running
- Throwing
- Jumping

Cricket & Rounders:
- Fielding positions
- Batting variation
- Bowling variation

SPRING
Dance:
- Afrodance
- Dynamics, sharp, suddenly, slow then

Cross Country:
- Pacing and endurance

Theory:
- Components of fitness
- Testing methods

Badminton:
- Smash shot
- Drop shot
- Varying serve

AUTUMN
Football:
- Low driven pass
- Tackling
- Shooting

Rugby:
- Tackling
- Rucking

Netball:
- Dodging
- Go forward
- Shooting

8

KS3 Assessment
Ongoing formative observations to identify practical competence per activity / sport.

Written assessment to identify understanding of theoretical aspects of sport

7

AUTUMN
Football:
- Ball mastery & control
- Running with the ball
- Short passing

Hockey:
- Grip & stance
- Stick stop
- Push pass

Netball:
- Footwork
- Catch and pass
- Obstruction rule

Rugby:
- Catching and holding the ball
- Passing backwards whilst running

SPRING
Health and Fitness (All year round)
- Components of Fitness
- Methods of Training
- Fitness sessions
- Resilience
- Written test

Dance:
- Freestyle
- Travelling, elevation,
- Stillness, gesture

Badminton:
- Forehand / backhand serve
- Rules of serving
- Overhead clear

SUMMER
Athletics:
- Running
- Throwing
- Jumping

Cricket & Rounders:
- Throwing & catching
- Grip and stance
- Long barrier

Learning to move; moving to learn

Mastery
Secure
Developing

Year 7 PE Year Overview

What is my Learning Journey this year?

Marches Academy Trust

Sir John Talbot's school

What to expect…

1. Motor competence development
2. Rules, strategies, and tactics
3. Healthy participation

START

Autumn

Team Games

Content

Football:
- ✓ *Ball mastery & control*
- ✓ *Running with the ball*
- ✓ *Short passing*

Hockey:
- ✓ *Grip & stance*
- ✓ *Stick stop*
- ✓ *Push pass*

Netball:
- ✓ *Footwork*
- ✓ *Catch and pass*
- ✓ *Obstruction rule*

Rugby:
- ✓ *Running forwards*
- ✓ *Passing the ball off both hands*

Content

Dance:
- ❖ *Style: Freestyle*
- ❖ *Actions*

Health & Fitness
- ❖ *Types of Training*
- ❖ *Leading a healthy lifestyle*

Badminton:
- ❖ *Grip & stance*
- ❖ *Backhand*
- ❖ *Forehand*
- ❖ *Rallying*

Spring

Dance & Individual

Summer

Team and Individual

Content

Athletics:
- ➢ *Running*
- ➢ *Throwing*
- ➢ *Jumping*

Cricket & Rounders:
- ➢ *Throwing & catching*
- ➢ *Long barrier*

On to Year 8

Skills
- ❑Movement-related competence
- ❑Motor competence
- ❑Analysis of performance
- ❑Self- and peer- assessment
- ❑Sport-related interactions with peers
- ❑Teamwork and decision making
- ❑Resilience and problem solving

Skills Ladder

How will you step up your skills this term?

Bigger Picture Question:-

What is the point of PE? How does PE appear in our daily lives?

Home Learning

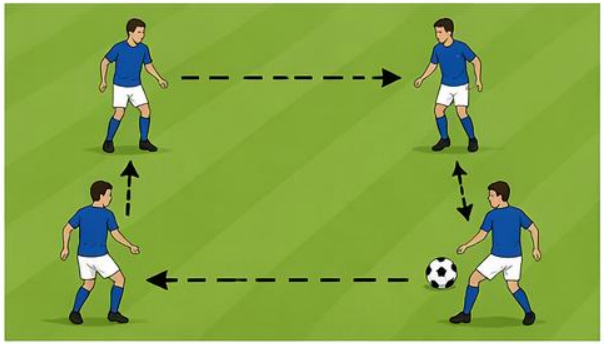
Lead healthy, active lives.

Engage in competitive sports and activities during extra-curricular and in the community.

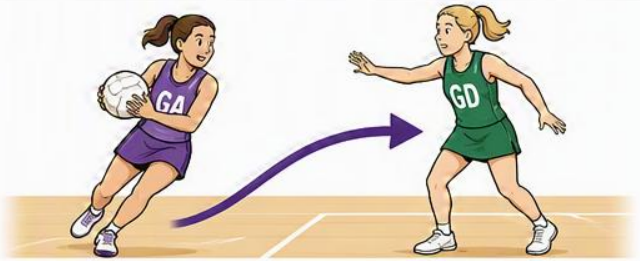
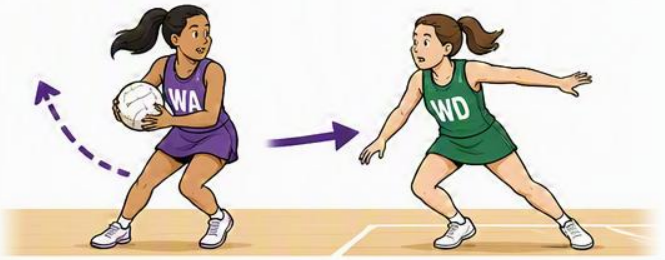
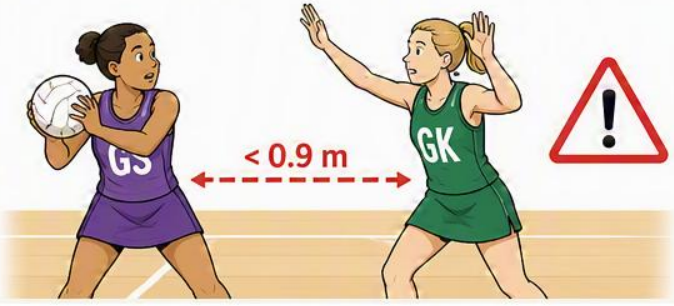
Be physically active for sustained periods of time.

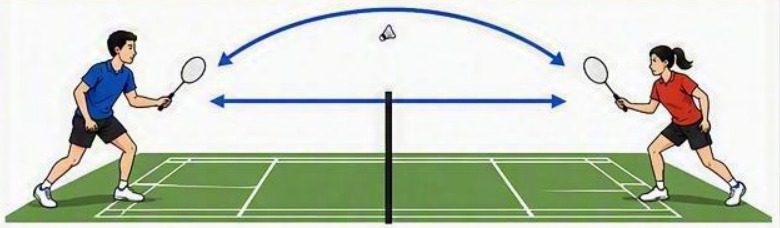
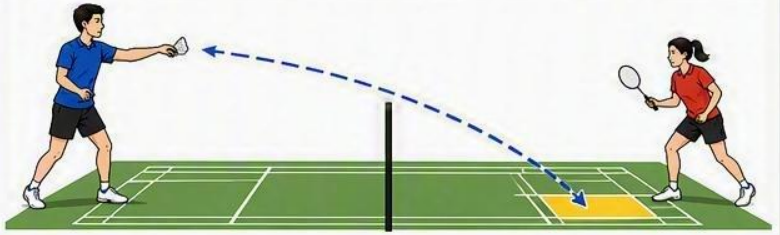
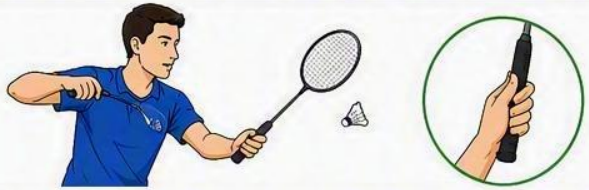
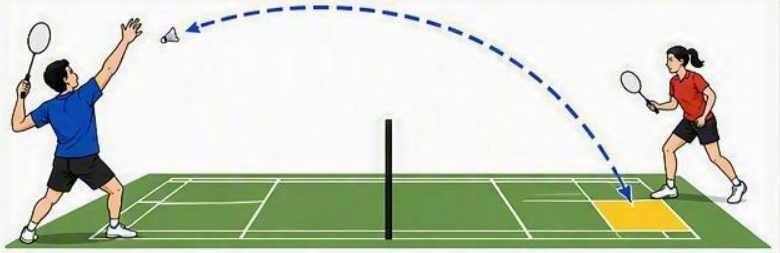
Year 7 Curriculum Overview- P.E

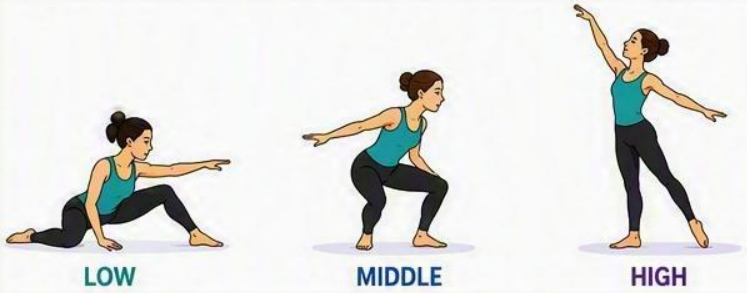
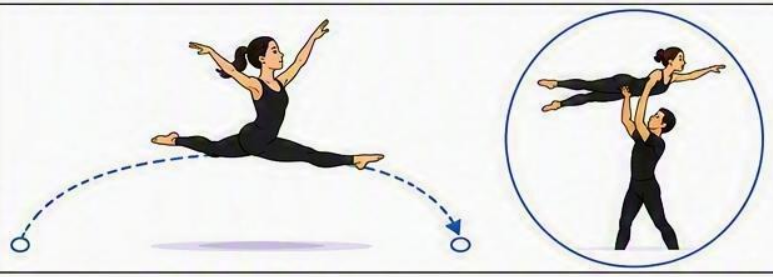
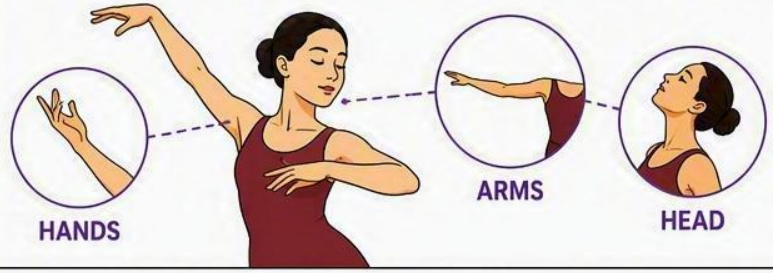
Content Topic/unit name, enquiry question	**Disciplinary Knowledge (Skills)** Actions taken within a topic to gain substantive knowledge	**Substantive Knowledge** This is the specific, factual content for a topic, which is connected into a careful sequence of learning	**Prior Learning (KS2)**	**Future learning (Year 8)**
Autumn **1.Football** **2.Hockey** **3.Netball** **4.Rugby**	1.Ball control – Running with the ball – short passing 2.Grip & stance – stick stop – push pass 3.Footwork - catch & pass – obstruction 4.'Going forwards' & passing off both hands	•Know how to control and pass a ball •Know what the court/pitch markings are •Can identify all playing positions	•Team building •Running •Jumping •Throwing •Catching	•Low driven pass - tackling - shooting •Dodging - going forward - shooting •Tackling and rucking
Spring **1.Dance** **2.Health and Fitness** **3.Badminton**	1.Freestyle - actions 2. Methods of training, components of fitness, leading a healthy, active lifestyle 3.Grip and stance – backhand and forehand rallying	•Traveling – running, walking, slide •Elevation – jump (repel), carry/lift (attract), Turning – 180,360, spin, roll Stillness – after attraction (freeze), Gesture – arms, hands, head •Understand components of fitness and how to train them •Understand how to hold a racket and rally with a partner.	•Gymnastics •Flexibility •Strength •Technique •Control •Balance •Sequencing of performance	•Afrodance •Components of fitness - testing •Forehand and backhand serves. Rules of serving.
Summer **1.Athletics** **2.Cricket & Rounders**	1.Running – throwing - jumping 2.Throwing - catching - grip – stance - long barrier	•Know how to perform throws and jumps using the correct technique. •Know the different track events and understand the term 'pacing' •Know the key teaching points to catching and throwing •Understand the importance of short and long barrier.	•Running •Jumping •Throwing •Catching •Striking & Fielding	•Running- throwing -jumping •Throwing and catching (Distance)/ •Batting Strokes/ Bowling

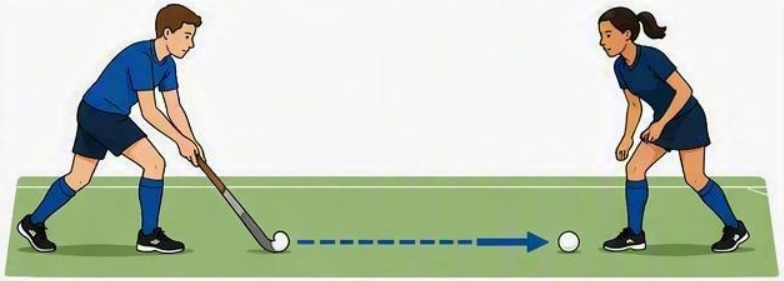
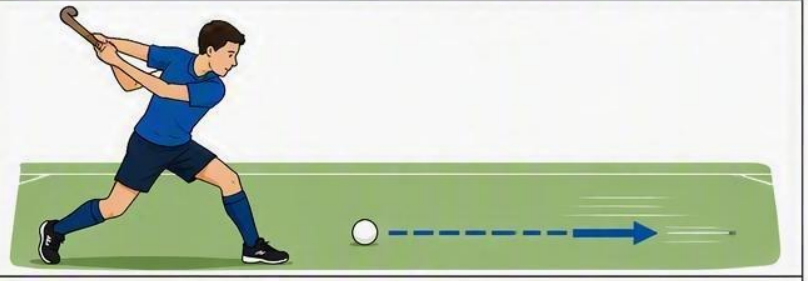
Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Football	**Possession**	Keeping control of the ball as a team.	
Football	**Control**	Using your body to stop and manage the ball effectively.	
Football	**Pressing**	Applying pressure to win the ball back from the opposition.	

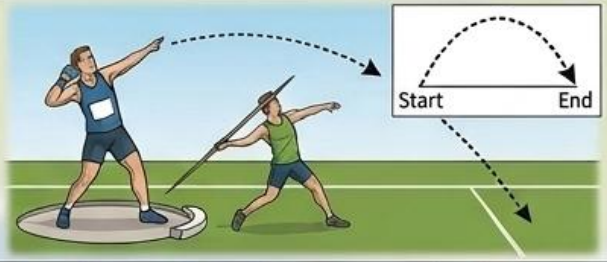
Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Rugby	**Evasion**	Dodging or sidestepping a defender to keep running with the ball.	
Rugby	**Tackle**	Stopping an opponent by holding them to the ground.	
Rugby	**Try**	Grounding the ball in the opposition's in-goal area to score 5 points.	
Rugby	**Ruck**	A phase of play where players from both teams bind over the tackled player to contest possession of the ball.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Netball	**Dodging**	A quick movement to get away from a defender and create space.	
Netball	**Outwit**	Using skill and decision-making to beat an opponent.	
Netball	**Footwork**	The rule about how a player can move their feet when in possession of the ball.	
Netball	**Obstruction**	Defending too close to an opponent with the ball, less than 0.9 metres away.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Badminton	**Rally**	A continuous exchange of shots between two players over the net.	
Badminton	**Serve**	The shot that starts the rally. The shuttle must be hit diagonally across the court into the service box.	
Badminton	**Forehand**	A shot hit with the palm of your racket hand facing forward.	
Badminton	**Backhand**	A shot hit with the back of your racket hand facing forward.	
Badminton	**Overhead Clear**	A defensive shot hit high and deep to the back of your opponent's court.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Dance	**Travel** (running, walking, sliding)	Moving from one place to another using actions such as walking, running or sliding.	
Dance	**Levels** (Low on the floor, bent over or reaching high)	Using different heights in dance, including low, middle and high positions.	
Dance	**Elevation** (jump, carry, lift)	A movement where the body leaves the floor through a jump, lift or carry.	
Dance	**Gesture** (using arms, hands, head)	Expressive movements using the arms, hands, head or other body parts to communicate an idea.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Hockey	**Push**	A basic pass or shot where the ball is hit along the ground using a short, controlled forward movement of the stick.	
Hockey	**Slap**	A powerful pass or shot where the ball is hit with speed and force using a long swing of the stick.	
Hockey	**Grip**	The way a player holds the stick with two hands to control and play the ball.	
Hockey	**Dribble**	Moving the ball controlled with the stick while running with it, keeping it close to the body.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Athletics	**Sprint**	Running a short distance at full speed for a single purpose.	
Athletics	**Jump**	To propel oneself upwards or forwards from the ground by a muscle force, usually with speed.	
Athletics	**Trajectory**	The path followed by an object moving under the action of given forces.	
Athletics	**Power**	The ability to exert maximum force quickly, here leading to an powerful jump.	
Athletics	**Foul**	An action that breaks the rules (overstepping), resulting in a penalty call.	

Topic	Key Tier 2 and 3 Vocabulary	Definition	Dual Coding
Cricket	Long Barrier	A defensive fielding technique where a player places their side to the ball and drops one knee to the ground behind their heel to block misfielded balls.	
Cricket	Wicket Keeper	The designated fielder positioned directly behind the stumps to catch balls missed by the batter or take catches and stumping dismissals.	
Cricket	Bowling	The action of propelling the ball towards the batter with a straight arm, attempting to hit the wickets or induce an error.	
Cricket	Batting	The act of using a wooden cricket bat to strike the bowled ball to score runs or defend the wickets.	
Cricket	Fielding	The effort of members on the bowling team to collect, stop, or throw the ball after it is struck by the batter to limit runs or get dismissals.	

Year 8 PE Year Overview

What is my Learning Journey this year?

Marches Academy Trust

Sir John Talbot's school

What to expect…

1. Motor competence development
2. Rules, strategies, and tactics
3. Healthy participation

START

Autumn

Team Games

Content

Football:
- ✓ *Low driven pass*
- ✓ *Tackling*
- ✓ *Shooting*

Rugby:
- ✓ *Tackling*
- ✓ *Rucking*

Netball:
- ✓ *Dodging*
- ✓ *Go forward*
- ✓ *Shooting*

Spring

Dance & Individual

Content

Dance:
- ❖ *Style: Afro Dance*
- ❖ *Dynamics*
- ❖ *Turns*
- ❖ *cannon and unison*

Theory
- ❖ Components of fitness
- ❖ Testing methods

Badminton:
- ❖ Backhand serve
- ❖ Forehand serve

Summer

Team and Individual

Content

Athletics:
- ➢ *Running*
- ➢ *Throwing*
- ➢ *Jumping*

Cricket & Rounders:
- ➢ *Bowling*
- ➢ *Different types of bowls*
- ➢ *Positioning*

On to Year 8

Skills
- ❑Movement-related competence
- ❑Motor competence
- ❑Analysis of performance
- ❑Self- and peer- assessment
- ❑Sport-related interactions with peers
- ❑Teamwork and decision making
- ❑Resilience and problem solving

Skills Ladder

How will you step up your skills this term?

Bigger Picture Question:-

What are transferable skills?

8

Home Learning

Lead healthy, active lives.

Engage in competitive sports and activities during extra-curricular and in the community.

Be physically active for sustained periods of time.

Year 8 Curriculum Overview- P.E

Content Topic/unit name, enquiry question	**Disciplinary Knowledge (Skills)** Actions taken within a topic to gain substantive knowledge	**Substantive Knowledge** This is the specific, factual content for a topic, which is connected into a careful sequence of learning	**Prior Learning (Y7)**	**Future learning (Year 9)**
Autumn **1.Football** **2. Netball** **3.Rugby**	1. Low driven pass, tackling, shooting 2. Dodging, going forward, shooting 3. Tackling, rucking	✓ Know how to pass and shoot ✓ Know how to create space when maintaining possession of the ball and getting into advantageous positions ✓ Know how and why pressing is important when defending	• Ball control • Running with the ball • Short passing • Footwork • Catch and pass • Obstruction	1. Marking (player & space) - long lofted pass – tactical approaches 2. Marking - movement off the ball – defence 3. Switch, spin passing, offloads 4. Leadership – planning and delivering a warm up
Spring **1.Dance** **2.Cross Country** **3.Badminton** **4.Theory Through Practical**	1.Afrodance, Dynamics 2. Pacing, Endurance 3. Smash shot, Drop shot, Varying serve 4. Components of Fitness, Testing methods	✓ Appreciate and experience dance styles and cultures from across the world ✓ Understanding appropriate personal running speeds ✓ Know how to perform various shots to try and win competitive points ✓ Understanding components of fitness and associated testing methods	• Body control • Movement memory • Time • Musicality • Endurance • Grip and stance • Backhand push • Backhand serve • Methods of Training	•Space, Dynamics, Formations •Pacing and increasing endurance •Moving opponent, varying shot types •Leadership
Summer **1.Athletics** **2.Cricket & Rounders**	1.Running – throwing - jumping 2.Throwing - catching - grip – stance - long barrier	✓ Can do a sprint start ✓ Understand the 4 phases of all athletics jumps (approach, take off, flight and landing) ✓ Are physically fit and can remain active for sustained periods. ✓ Know what a step in is in rounders/softball ✓ Know why the ball should only bounce once in cricket. ✓ Know what a donkey drop is ✓ Give 3 techniques on correct technique for bowling in softball, rounders and cricket	• Running • Throwing • Jumping • Throwing and catching • Long barrier	➢ Running –throwing - jumping ➢ Fielding positions ➢ Batting Grip and stance ➢ Batting Variation

Year 9 PE Year Overview

What is my Learning Journey this year?

Marches Academy Trust

Sir John Talbot's school

What to expect…

1. Motor competence development
2. Rules, strategies, and tactics
3. Healthy participation



Autumn

START

Team Games

Content

Leadership:
- ✓ *Knowledge*
- ✓ *Planning*
- ✓ *Applying*

Football:
- ✓ *Marking (player & space)*
- ✓ *Long lofted pass*
- ✓ *Safe heading*

Rugby:
- ✓ *Catch and pass on the mov*
- ✓ *Miss-pass / spin pass off both*

Netball:
- ✓ *Marking*
- ✓ *Movement off the ball*
- ✓ *Defense*







Content

Dance:
- ❖ *Space*
- ❖ *Formations*

Badminton:
- ❖ *Overhead clear*
- ❖ *Smash Shot*
- ❖ *Drop shot*
- ❖ *Shot selection*



Spring

Dance & Individual



Summer

Team and Individual

Content

Athletics:
- ➢ *Running*
- ➢ *Throwing*
- ➢ *Jumping*

Cricket & Rounders:
- ➢ *Batting variation*
- ➢ *Tactical batting*
- ➢ *Directional batting*



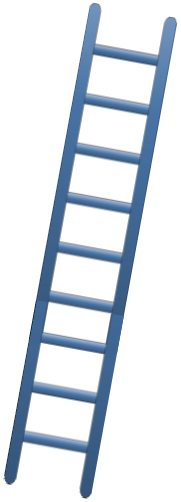


On to Year 8

Skills
- ❑Movement-related competence
- ❑Motor competence
- ❑Analysis of performance
- ❑Self- and peer- assessment
- ❑Sport-related interactions with peers
- ❑Teamwork and decision making
- ❑Resilience and problem solving

Skills Ladder

How will you step up your skills this term?



Bigger Picture Question:-

Would you like to study PE as a GCSE?

Are you interested in a career in sport, physical activity or exercise?



Home Learning

Lead healthy, active lives.

Engage in competitive sports and activities during extra-curricular and in the community.

Be physically active for sustained periods of time.

Year 9 Curriculum Overview- P.E

Content Topic/unit name, enquiry question	**Disciplinary Knowledge (Skills)** Actions taken within a topic to gain substantive knowledge	**Substantive Knowledge** This is the specific, factual content for a topic, which is connected into a careful sequence of learning	**Prior Learning (Y8)**	**Future learning (KS4)**
Autumn **1.Leadership** **2.Football** **3.Netball** **4.Rugby**	1. What is in a warm up, Planning a warm up, Delivering a warm up. 2. Marking, Long lofted passes, Tactical approaches 3. Marking, Movement off the ball, Defense 4. Switch passing, spin-passing, offloads	✓ Know the parts of a warm up and how to make it sport specific ✓ Know how to perform longer passing styles ✓ Know how to mark players and space when defending ✓ Understand the term transition and can give a sporting example	• Low driven pass • Tackling • Shooting • Dodging • Going forward • Tackling • Rucking	If you choose KS4 Sports Studies /GCSE PE You will be practically assessed in at least 1 team and 1 individual sport
Spring **1.Dance** **2.Cross Country** **3.Badminton**	1.Space, Dynamics, Formations 2.Pacing, Increasing endurance 3. Moving opponent, Varying shot types	✓ Understanding formations, directions and levels of dance. ✓ Understanding appropriate personal running speeds and how to push them ✓ Know how to perform various shot types ✓ Know when to perform various shot types in order to move opponent and gain competitive advantage	•Afrodance •Dynamics •Pacing and Endurance •Smash shot •Drop shot •Varying serve	
Summer **1.Athletics** **2.Cricket & Rounders**	1.Running – throwing - jumping 2.Fielding positions, Batting variation, Bowling variation	✓ Understanding sprint start. ✓ Understanding the process of the baton change over in a relay race. ✓ Describe how batters in cricket slide the bat over the crease. ✓ Know the teaching points for batting in rounders. ✓ Know different types of directional batting in rounders. ✓ Know a variety of cricket shots.	•Running •Jumping •Throwing •Catching •Striking & Fielding	

Repeat the above for each year group in KS3.