



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 5 April-May	Lesson 1-5 Boys Cricket	Lesson 1-5 Boys Athletics	Lesson 1-5 Girls/Mixed Rounders/Athletics	Lesson 1-5 Girls Tennis	Lesson 6 All
TOPIC (S)	Objective In this unit students will practice and perform the basic skills of cricket. Students will learn the key techniques of throwing catching, fielding, batting and bowling. Students will practice and perform these skills in isolated practices and competitive situations to outwit their opponents. Students will learn the basic rules of batting, bowling, and fielding in small sided games. Students will explore different fielding positions.	Objective: In this unit students will be introduced to track and field events. Students will develop technique and performance for sprinting, pacing, throwing and jumping. Students will peer assess throwing and jumping technique to improve overall performance. Students will also learn the rules and safety considerations of all track and field events. Students will use estimation and numeracy when measuring distances and recording times.	Objective: In this unit pupils will learn the key skills of striking /fielding games including throwing/ catching, batting, bowling and fielding. They will experience small and full-sided games where they use their skills and understanding to outwit the opposing team In Athletics, pupils will be introduced to middle-distance pacing, sprinting, jumping and throwing techniques.	Objective: In this unit pupils will learn basic racket/ball skills and concepts. Focus on understanding the falling ball and when to hit at the correct moment. Simple forehand and backhand techniques, underarm serve and half-court singles play	Objective: To assess pupil in activity.
Knowledge & Skills development	Outwitting an opponent: Pupils will identify different areas of the playing area and be able to move using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play. Pupils will learn and perform more basic skills with accuracy and control. Continual development and adaptation of the necessary skills will contribute to producing an improved performance. Developing Skills/Performance Pupils will develop the skills necessary to outwit opponents. Pupils will replicate techniques with control and accuracy Making and Applying Decisions Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball/shuttle and opponent. Opportunities to score/coach pupils will develop communication and decision making skills. Evaluating and Improving Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.				
Assessment / Feedback Opportunities	Formative feedback Verbal feedback Summative assessment for this unit of work				
Cultural Capital	Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • join school or local clubs (information on local clubs can be found at www.english.sports.gov.uk) • organise displays/competitions for pupils to take part in and watch • watch high-quality performances live or on video 				
SMSC / Promoting British Values	<ul style="list-style-type: none"> • Sharing equipment and space. • Respect and tolerance for each other in competitive and performance situations. 				

(Democracy, Liberty, Rule of Law, Tolerance & Respect)	
Reading opportunities	<ul style="list-style-type: none"> • Activity specific displays • Protocols for fitness testing.
Key Vocabulary	Sprint pace relay baton hurdle jump throw put sling racket court serve forehand backhand point deuce bounce net
Digital Literacy	Research in to rules and coaching of activities.
Careers	Possible coaching/officiating/ fitness instructors progressions in chosen sports.