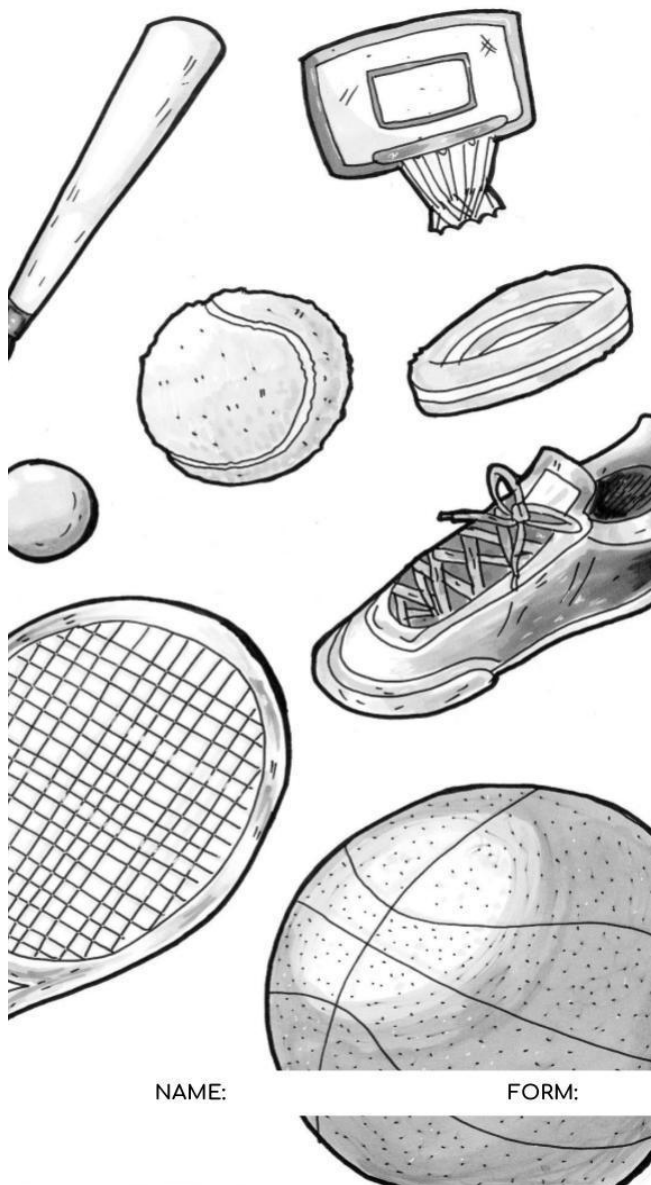


Year 7

Physical Education

Independent Learning Booklet



Booklet Contents

1) Contents & How to use guide	Page 2	Content
2) Curriculum activity map	Page 3	Content / Feedback
3) Lesson content - what you will learn	Page 4 - 9	Content
4) Theory topics to be learnt alongside activities	Page 10 - 11	Skills
5) Subject information / tasks	Page 12 - 25	Skills / Feedback
6) Assessment for Learning	Page 26	Feedback

Websites to help aid understanding:

<https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

<https://www.Englandhandball.com/>

<https://www.basketballengland.co.uk/get-involved/education/secondary-schools/>

<https://www.amateur-fa.com/players/ways-to-play/youth/secondary-schools>

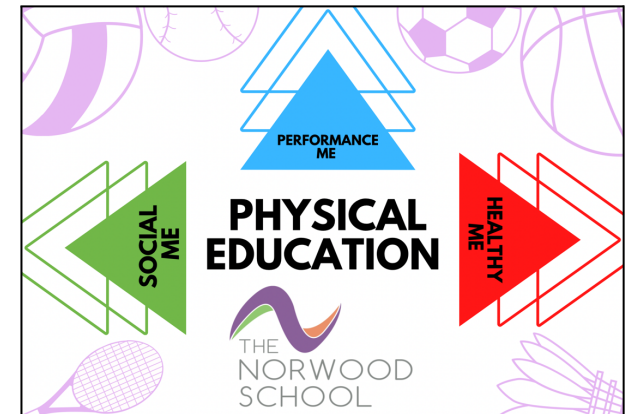
<https://www.simplenetball.co.uk/rules/>

How to use this PE independent learning booklet

Our PE curriculum is taught through 3 main areas. Social Me - how I communicate with others, play fairly and work as a team player. Performance Me - learning skills, techniques and tactics within a range of activities and learning the rules and regulations so you can play competitively. Healthy ME - learning how we keep our body healthy and knowing how the body works when we perform.

This booklet starts with identifying what sporting activities you will be taught over the year and asks for you to make a self assessment on your attainment level for each sport by identifying a target grade you will be aiming for from a Platinum level 5, Gold level 4, Silver level 3 and Bronze level 2 framework. In order to do this you will need to read the practical activity overviews and content which explains what you will be taught within each activity area. Also you will need to look at the Assessment for learning model on the final page of this booklet. (Page numbers above.)

The next section explains the theory elements of physical education that we will cover and provides some tasks for you to complete once you have been taught the content in lessons. This is followed by sport specific information regarding skills, rules, positions and tactics needed to be successful when performing within each sport and some tasks are included to test your knowledge. The final section explains how assessment in PE is made. This happened mainly within the last lesson of an activity block where your teacher will assess you against the criteria listed. Your teacher will also make informal assessments at other points throughout the activity block.



Activity Map – Practical Physical Education lessons Task - Can you complete the table with what activities you will be covering over the course of the year?

Using the assessment for learning model and practical activity overview complete a self assessment and identify your target grade for each activity.

	5th Sep - 7th Oct (5 lessons)	10 th Oct – 18 th Nov (5 lessons)	21 st Nov – 16 th Dec (4 lessons)	4 th Jan – 10 th Feb (6 lessons)	20 st Feb – 31 st March (6 lessons)	17 th April – 26 th May (6 lessons)	5 th June – 14 th July (5 lessons)
Year 7 Group 1	Basketball	Football	Netball	Trampolining / Gymnastics	Handball	Athletics Trials / Rounders	Athletics/OAA
Year 7 Group 2	Netball	Trampolining / Gymnastics	Handball	Basketball	Football	Athletics Trials / Rounders	Athletics/OAA
Year 7 Group 3	Football	Netball	Trampolining / Gymnastics	Handball	Basketball	Athletics Trials / Rounders	Athletics/OAA

As you complete each sport within your lessons, please complete a self assessment and identify your target grade for each activity.

	5th Sep - 7th Oct (5 lessons)	10 th Oct – 18 th Nov (5 lessons)	21 st Nov – 16 th Dec (4 lessons)	4 th Jan – 10 th Feb (6 lessons)	20 st Feb – 31 st March (6 lessons)	17 th April – 26 th May (6 lessons)	5 th June – 14 th July (5 lessons)
Year 7							

Practical Activity Overviews and Content - This is what you will learn within lessons.

INVASION GAMES – BASKETBALL, FOOTBALL, NETBALL & HANDBALL		
In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics within a range of invasion games. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.		
Outwitting an opponent: Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic passing skills consistently applying fluency, accuracy and fundamental technical elements of the game. Continual development, adaptation and refinement of skills will contribute to producing improved performances & techniques.	Developing Physical and Mental Capacity Physical warm ups help develop a pupil's physical capacity. Within lessons, pupils will examine a range of basic anatomy and physiological concepts and relate them to specific sporting situations. Pupils will also develop knowledge of the major rules and laws involved in a range of team sports as well as tactical and positional systems. A combination of the above will enable pupils to make peer observations and comment and compare the actions of others.	Developing Skills/Performance Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.
Making and Applying Decisions Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.	Making Informed Choices About Healthy, Active Lifestyle Highlight the possible health benefits gained from taking part in invasion based activities and discuss the need to stay healthy and active. Suggest any after school clubs within the school timetable and promote community links. To understand the type of fitness team players need to perform at a high level.	Evaluating and Improving Be able to understand the concept of invasion games and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.
Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness 		Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> Speaking and listening – through the activities pupils could:

• read rule books and sports reports in newspapers and magazines	• collaborate with others to share information and ideas, and solve problems
--	--

ATHLETICS		
In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activities, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.		
Accurate Replication Pupils will be introduced to basic athletic skills and develop an accurate replication. Pupils will develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students should be able to describe the elements of an effective running, jumping & throwing style.	Developing Physical and Mental Capacity Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different types of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of speed, linear motion, angles and drag.	Developing Skills/Performance Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.
Making and Applying Decisions Pupils will develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.	Making Informed Choices About Healthy, Active Lifestyle Highlight the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.	Evaluating and Improving Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Self assessment through use of video analysis and dartfish. Success criteria conveyed through modelling & video recordings. Appropriate questioning on teaching points of the skills and processes developed.
Language for learning		Extension & Enrichment Schools could:

<p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • running, <i>eg stride length and cadence, leg and arm action, head position, pacing</i> • throwing, <i>eg grip, stance, release and follow-through, angle of release</i> • jumping, <i>eg approach run, acceleration, maintaining momentum, take off and lift, arm action</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems 	<ul style="list-style-type: none"> • provide school-based indoor and outdoor clubs for athletic activities • provide links to local community-based clubs • set up inter-form/house and inter-school competitions and challenges • encourage pupils to watch quality performance live, on television or on the internet
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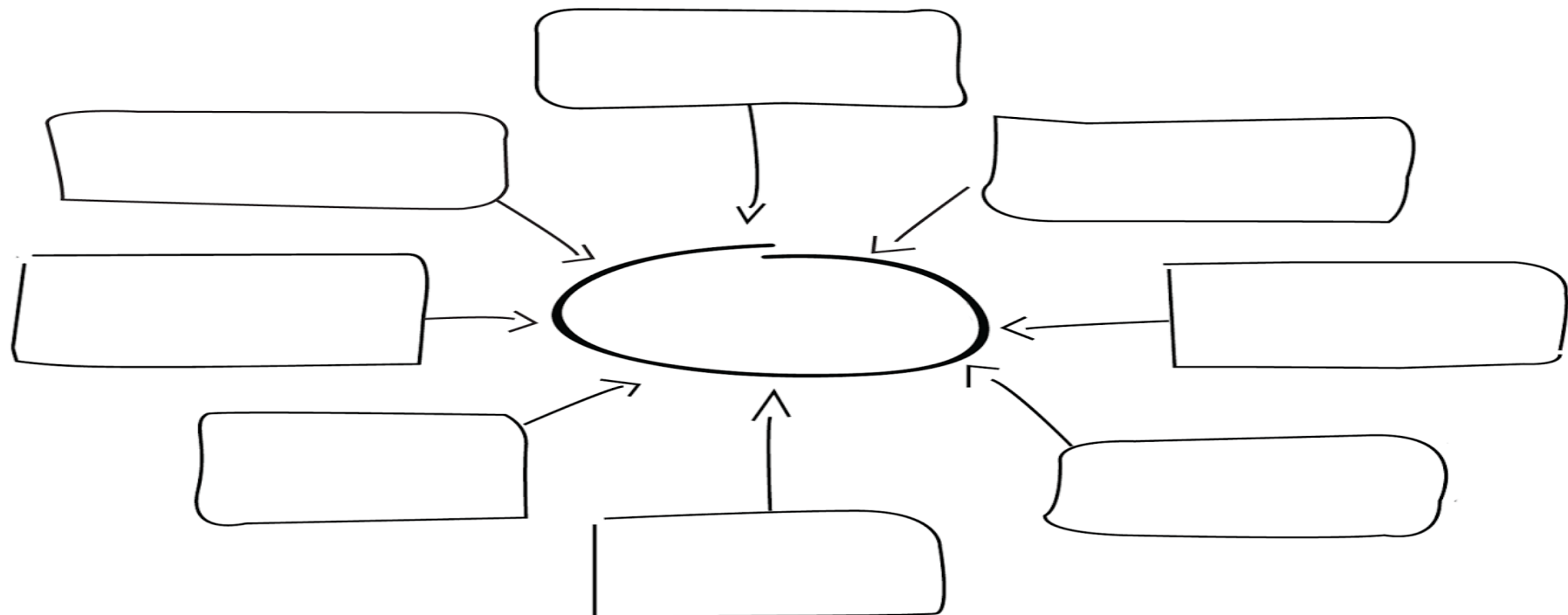
Striking and Fielding

In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should begin to accurately umpire games.

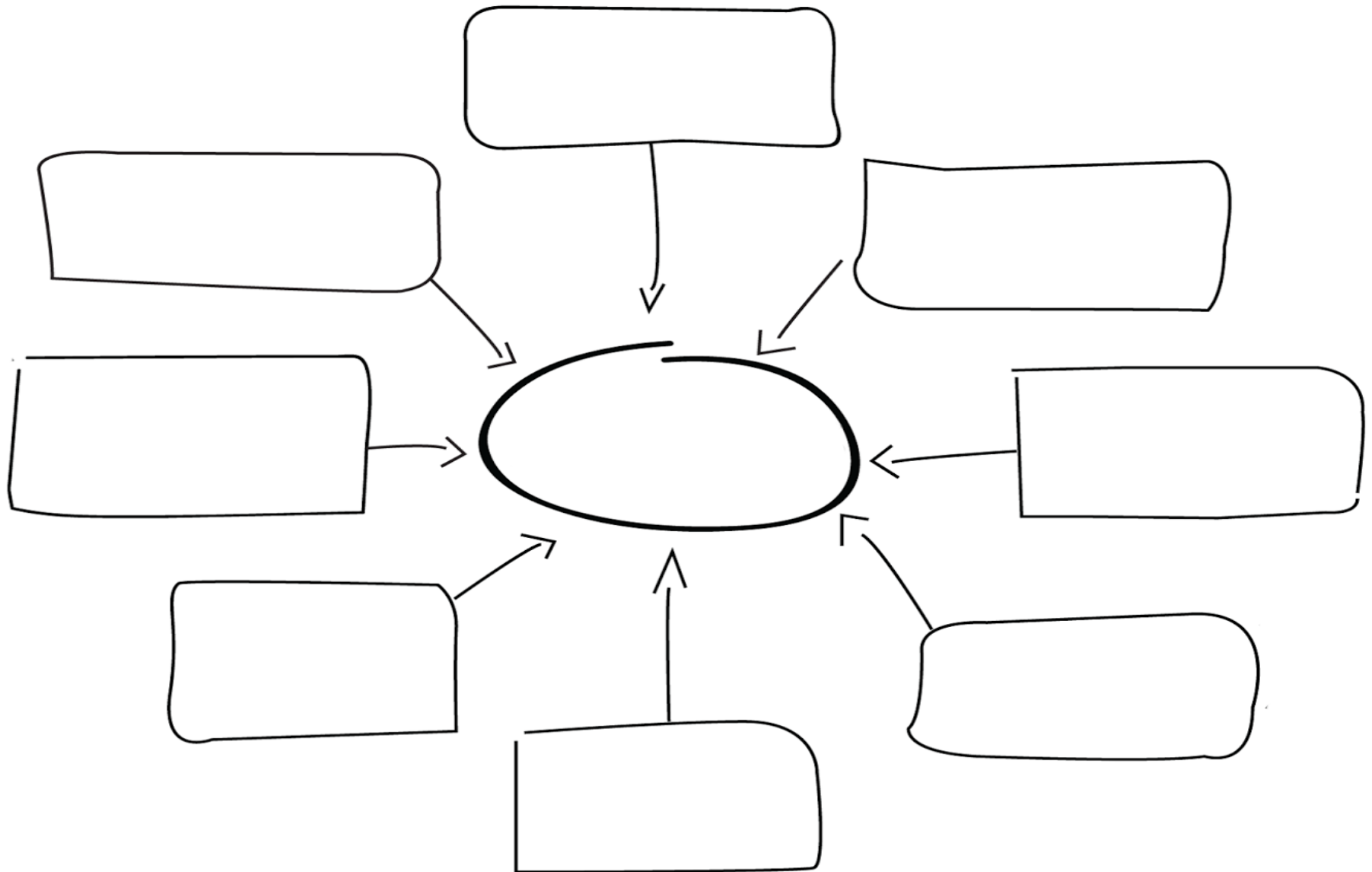
<p>Outwitting an opponent: Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency & quality in the use of techniques for batting, bowling and fielding. Pupils should evaluate their own and others performances. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p>	<p>Developing Physical and Mental Capacity Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use Rounders to develop observation skills on peer performances, skills and techniques. To extend knowledge of cricket laws and umpire signals. To develop mental capacity when scoring and calculating run rates, remaining runs and other simple mathematical permutations.</p>	<p>Developing Skills/Performance Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p>Making and Applying Decisions Pupils will learn to identify the principles of outwitting opposition. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to umpire/coach pupils or small groups will develop communication and decision making skills.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle Highlight the possible health benefits gained from taking part in Rounders activities and discuss the need to stay healthy and active. Suggest any Rounders clubs within the school timetable and promote community links. To understand the type of fitness cricket players need to perform at a high level. To recognise typical</p>	<p>Evaluating and Improving Pupils will understand the concepts of cricket and make effective evaluations of strength and weaknesses in performance. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning).</p>

	injury signs and suggest basic ways to prevent & treat.	
Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 		Language for learning Through activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> Speaking and listening – through the activities pupils could: <ul style="list-style-type: none"> • listen for a specific purpose, note the main points and consider their relevance and validity.

Task : Create a mind map based on your chosen practical activity and summarise what you will be learning using the content overview information.



Task : Create another mind map based on a second practical activity of your choice and summarise what you will be learning using the content overview information.



Theoretical Learning for Physical Education - the topics below will be learnt throughout the year

Year 7	Theoretical learning Challenge linked to main topic <i>with clear, measurable outcomes and reference to KS3 Knowledge & Skills</i>	Content <i>These topics will be covered within learning cycle 1, 2 & 3.</i>
Topic 1	Why do we warm up? All- Explain why we warm up? Most- Identify sports related examples. Some- Plan a 3 stage warm up.	Three reasons why we warm up. 1) To avoid injury 2) To raise body temperature, increase heart rate and blood flow. 3) Preparation for an activity or game. (Training or exercise drills.)
Topic 2	3 phases of a warm up All – name all phases. Most – identify related sports examples. Some – Plan a 3-stage warm up related to your current activity.	1) Pulse raiser – shuttle runs, tag game or Simon says. 2) Stretching – static and dynamic/ballistic (please see attached fact sheet.) 3) Activity or related drill – dribbling or passing drill etc.
Topic 3	Introduction to muscle groups All – to be able to identify 2 upper body, 2 lower body & 2 trunk area muscles. Most – To be able to select which muscle group is the most used in certain sporting actions. Some – to be able to locate 11 muscle groups.	Location, name and sport action Deltoid Gluteal Biceps Trapezius Gastrocnemius Latissimus dorsi Pectorals Hamstrings Triceps Quadriceps Abdominals Quadriceps
Topic 4	Introduction to bone classification All – to be able to identify 2 upper body, 2 lower body & 2 trunk area bones. Most – To be able to select a group of bones that are used in certain sporting actions. Some – to be able to locate 14 main bones.	Location, name and sport action Cranium Fibula Ribs Clavicle Patella Humerus Femur Radius Vertebral Column Ulna Tibia Sternum Ilium

Topic 5	<p>Functions of the skeleton</p> <p>All - pupils should understand the protection function of the skeleton.</p> <p>Most- pupils should understand and explain the movement function of the skeleton.</p> <p>Some- pupils can provide sporting examples related to each function.</p>	<p>Certain bones in our body protect vital organs, like the cranium and ribs.</p> <p>Movement occurs because bones are attached to muscle, which shorten or lengthen to create movement at joints.</p> <p>Ribs protecting lungs from crushing during a Rugby tackle.</p>
Topic 6	<p>Introduction to the components of fitness</p> <p>All – to be able to define and explain cardiovascular/aerobic endurance.</p> <p>Most – to be able to define and explain muscular endurance.</p> <p>Some – to be able to define strength and speed.</p>	<p>Aerobic endurance = supplying nutrients and oxygen to working muscles during whole body exercises for long periods. 1500 meters race, Team sports.</p> <p>Muscular endurance = to use your muscle groups over and over without getting tired. Rowing / swimming / most team games.</p> <p>Strength = the maximum force exerted against a resistance. Holding a handstand, pushing in a Rugby scrum.</p> <p>Speed = the rate at which you can cover a set distance. 100meters race, running back on defence in Basketball.</p>
Topic 7	<p>Static and dynamic stretching</p> <p>All – name and explain the action of the two main types of stretching static and dynamic.</p> <p>Most – identify different stretches relevant to certain sports</p> <p>Some – How long should you hold each stretch for?</p>	<p>Two Types of stretching – static and dynamic. Static - standing still and stretch (see attached sheet.) Dynamic – completing similar stretches but whilst moving with swinging or jerking movements.</p> <p>What muscle areas are important to stretch when completing specific sporting activities?</p> <p>Football = legs etc. Time ranges - 10-15 seconds.</p>
<p>Challenge & Support</p> <p>Internet – BBC bite size. Homework club with Greenhouse coaches. Search warmups in different sports. Examples from previous lesson. Classification sheets (handouts).</p>		

Please see below some of the stretches you will be learning during your PE lessons

Stretching Exercises



1. Neck Flexion/Extension Stretch
(forward, then back)



2. Neck Lateral Flexion Stretch
(one side, then the other)



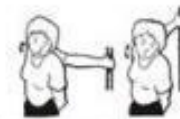
3. Latissimus Dorsi and Posterior Deltoid Stretch
(link hands, push elbows together)



4. Triceps Stretch
(pull elbow across and down)



5. Shoulder Rotator Stretch
(using towel, pull up with the top arm then down with the other)



6. Pectoral Stretch at 90° and 120°
(use a doorway or post)



7. Bicep Stretch
(hands apart)



8. Supraspinatus Stretch
(keep elbow parallel to ground)



9. Wrist Extensor Stretch
(tilt head to opposite side, keep elbow straight)



10. Thoracic Extension Stretch
(reach forward with arms, push chest towards floor, arch back down, backside behind knees)



11. Lateral Flexion Stretch
(one side, then the other, push pelvis across as you bend)



12. Lumbar Extension and Abdominal Stretch
(be gentle if sore)



13. Lumbar Flexion Stretch
(be gentle if sore)



14. Lumbar Rotation Stretch
(rotate legs one side, then the other side, draw in and brace stomach muscles at the same time, breathe)



15. Hamstring Stretch
(straighten leg) i. with foot pointed ii. with foot pulled back towards the knee



16. Hamstring Stretch
(commence with knee slightly bent, then push knee straight as tension allows, push chest towards foot)



17. Adductor Stretch
(push down with elbows on knees very gently, keep back straight)



18. Gluteal Stretch
(pull knee and lower leg towards opposite shoulder)



19. Gluteal and Lumbar Rotation Stretch



20. Quadriceps Stretch
(keep pelvis on floor)



21. Quadriceps Stretch



22. Adductor Stretch
(keep foot pointing forward, lunge sideways on bent knee, keep back straight)



23. Hip Flexor Stretch
(keep back straight, tuck bottom under, lunge forward on front leg)



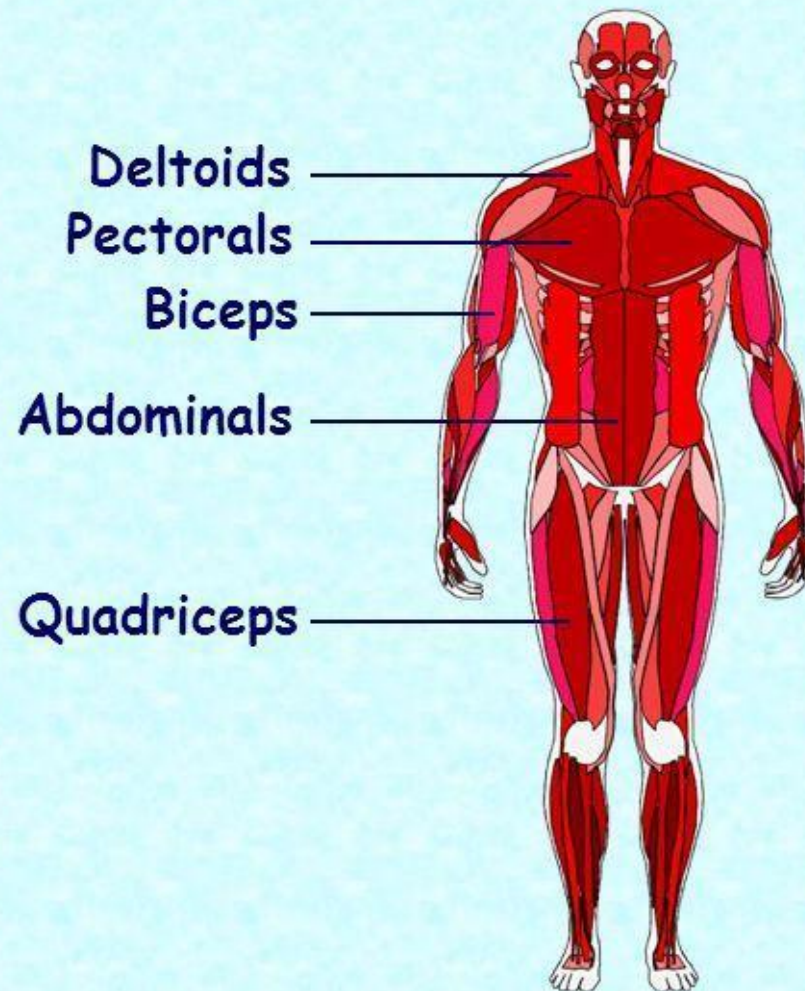
24. Tensor Fascia Stretch
(continue to push bottom forward, whilst pushing hip to the side)



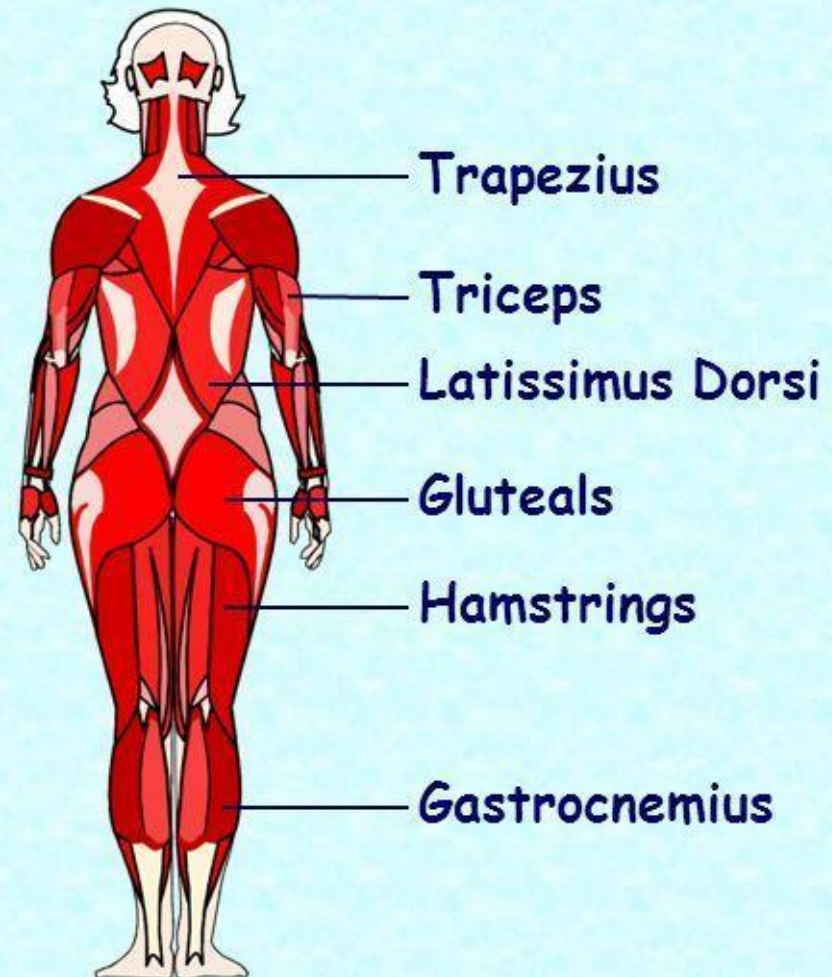
25. Gastrocnemius Stretch
(keep knee straight and heel down, foot facing forward)

The Muscular System

These are the major muscles of the body...

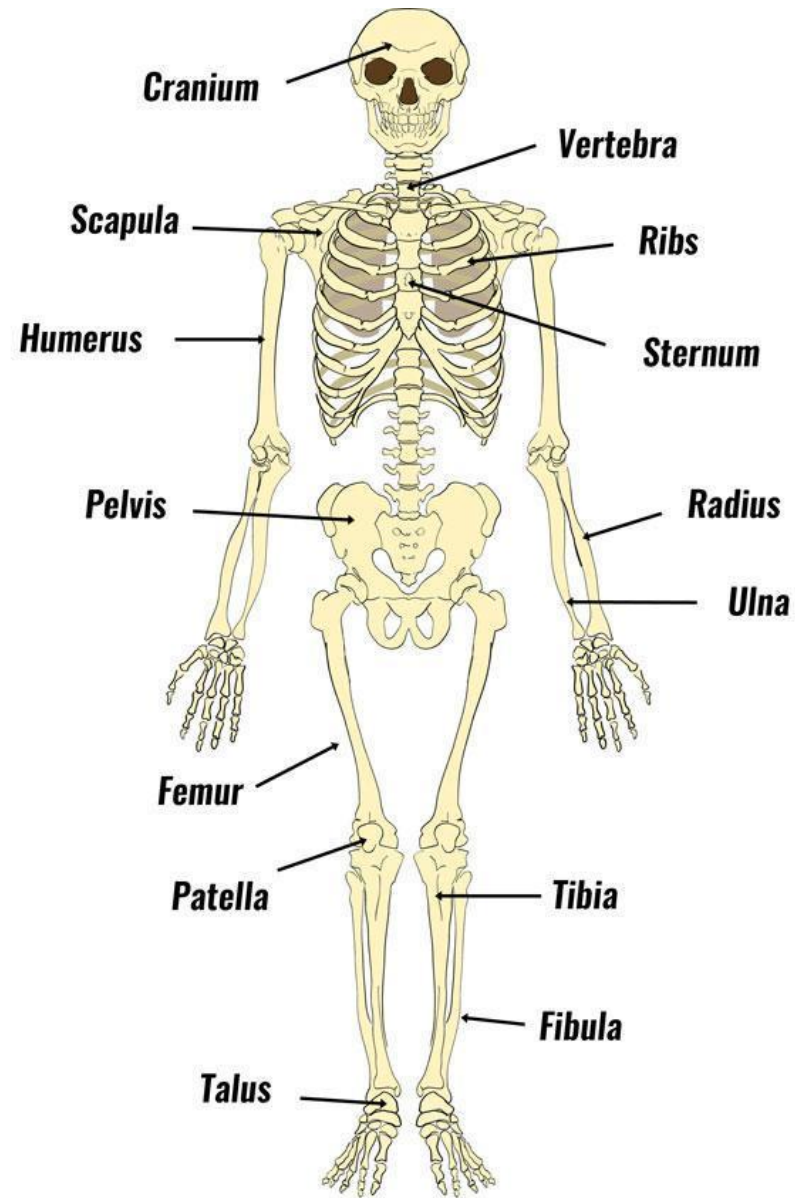


Front View



Back View

Bones of the body



JUL 27 28 29 30 31 AUG 1 2 3 4 5 6 7 8 9 10 11 12

Table Tennis ExCel

● men ● women

PADDLE

Rubber
2mm thick.
Players can use different rubber on forehand and backhand side of paddle – distinguished by red / black colours

Blade: 85% natural wood

Sponge: Optional layer 2mm thick adds speed or control to rubber

Ball: Celluloid.
Diameter: 40mm
Weight: 2.7g

Table size
2.74m x 1.52m

Net height
15.25cm

GRIP

Shakehand
Racket head faces up – used by most Europeans and some Asian players

Penholder
Traditional Asian style with racket head facing downwards

Service
Ball thrown upwards at least 15cm prior to serve. Often thrown higher so speed of falling ball adds spin

Most players use smooth or "inverted" rubber for fast, attacking topspin play

World number one Ma Long (CHN). China holds top five places in men's and women's rankings

Source: LOCOG Original picture: Getty Images © GRAPHIC NEWS

Basic Table Tennis Rules (Singles)

1. All games are played to 11 points. Games are not played to 21 points anymore.
2. Matches are the best of any odd numbered games (3 of 5, 4 of 7, etc.). Agree on number of games before you start the first game of the match.
3. To start, flip a coin (do not "PING" for serve). The winner chooses to either serve or receive first, or pick which end of the table to play at for the first game. The loser gets the remaining choice.
4. Alternate serves every 2 points until the end of the game or the score reaches 10-10 (deuce). At 10-10, alternate serves **each** point until one player is ahead by 2 points and wins the game.
5. The first server of one game becomes the first receiver of the next game.
6. Switch ends of the table at the conclusion of each game. If the match goes to the last possible game (e.g., game 5 in a 3/5 match), switch ends when the score first reaches 5.
7. To perform a legal serve:
 - a. Hold the ball in the **stationary open** palm of the toss hand. The ball is to be held **behind** the endline of the table and **above** table level. The ball is **not** required to be within the boundaries of the sidelines. The ball must remain visible to the opponent throughout the entire service (no ball hiding).
 - b. Toss the ball straight up a minimum of 6 inches (no maximum) and strike it **as it falls**. If you fail to make a good serve after you've tossed it, you lose the point, even if you don't contact the ball.
 - c. After the server contacts the ball, the serve must first contact the server's side of the table, clear the net without touching it, and land **anywhere** on the opponent's side.
 - d. If the served ball hits the net and falls back on the server's side, or off the side, the point is lost. But if the served ball contacts the net and falls onto the opponent's side, then the serve is called a "Net" and is re-served. There is no limit to the number of consecutive "net serves".
8. The ball must bounce **only once** on the receiver's side before being hit back by the receiver. From that point on, all returns must pass **directly** over or around the net assembly and land on the opponent's top surface. A return touching the net or its supports is still in play. Returns striking anything other than the net or the opponent's playing surface are out of play.
9. If a player obstructs the ball by touching it before it has a chance to land on the player's side of the table, the point is lost, except if the ball is obstructed while returning a serve, in which case, the rally is a let and is re-played.
10. A ball striking the **top edge** of the table is good, but a ball striking the **side** is not good.
11. Returns rebounding **directly** off the racket hand or any part of the racket are still in play. Returns struck by **both** hand and racket, or hand with no racket, or racket not in a hand are lost points.
12. A player touching the table with their free hand during a point loses the point. A player touching the net or moving the table (even accidentally) during a point also loses the point.
13. A player cannot strike the ball twice successively (a "double hit").
14. Call a "let" and play the point over, if there is a disturbance during play (someone walks into the court, a stray ball rolls into the court, etc.).
15. If both players can not agree on a call, the call is to be made by the player on the side to which the ball was directed. (This is not an actual rule, but an accepted convention for playing non-umpired matches.) When an umpire is present, the umpire makes all calls.

These are the basic rules of ping-pong. More complete and advanced rules can be found on our website.

Play Ping-Pong with Robo-Pong!

HANDBALL RULES FOR BEGINNERS



DEAR HANDBALL FRIENDS,

Handball is a terrific fast paced play including many goal-scoring scenes, fascinating tackling, acrobatic shots, brilliant tricks and spectacular goalkeeper saves. Enjoy the handball matches!

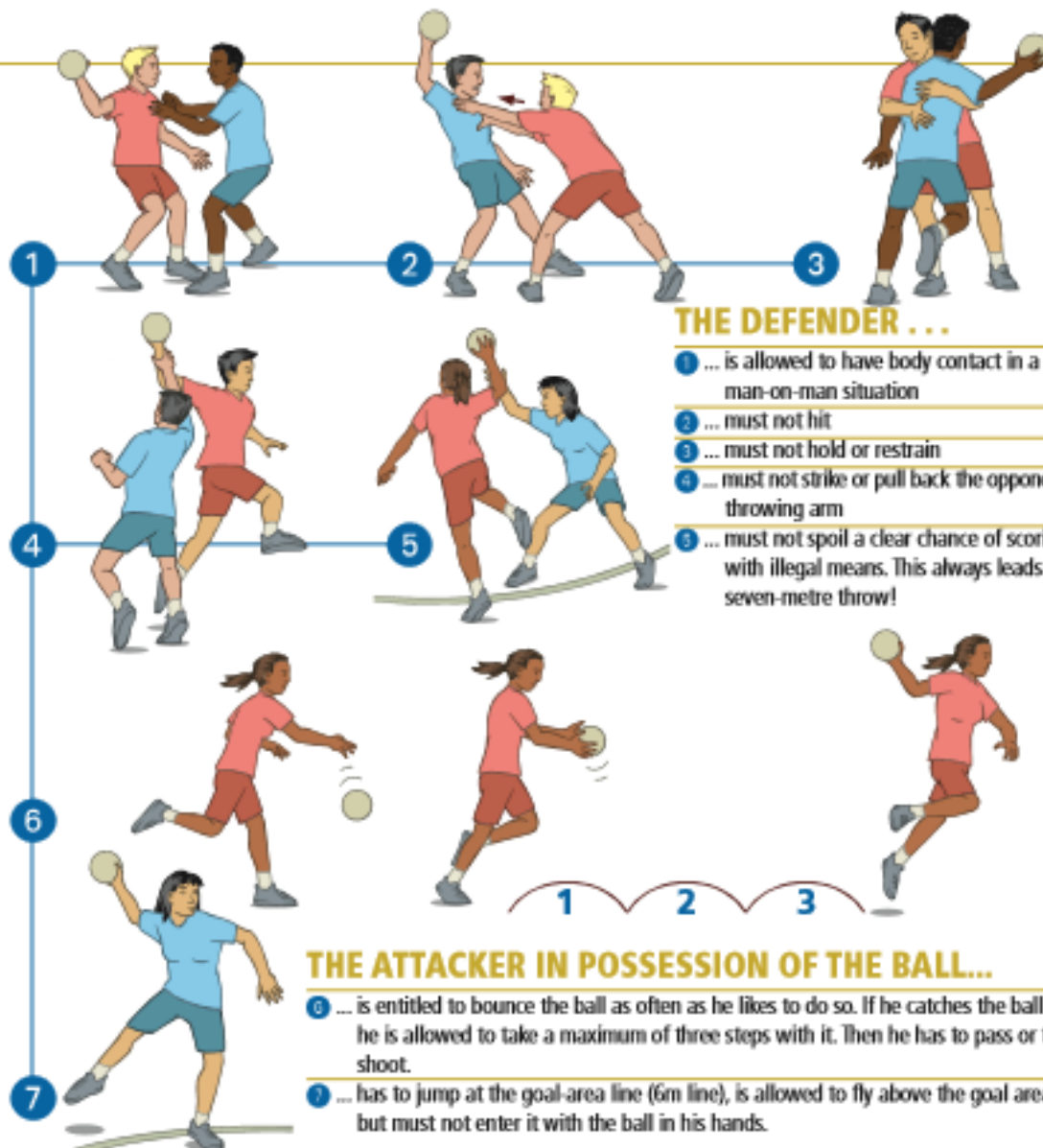
Dr. Hassan Moustafa

PRESIDENT OF THE INTERNATIONAL HANDBALL FEDERATION

BASIC RULES

HANDBALL MEANS...

- ... 2 teams with 6 court players and 1 goalkeeper each compete.
- ... player substitutions can be effected at any time.
- ... the court players must not enter the goal area (6m in front of the goal).
- ... the goalkeeper is entitled to act as a court player.
- ... the playing time is two halves of 30 minutes with a 10 min-break inbetween.
- ... two referees lead the match.



THE DEFENDER ...

- 1 ... is allowed to have body contact in a man-on-man situation
- 2 ... must not hit
- 3 ... must not hold or restrain
- 4 ... must not strike or pull back the opponent's throwing arm
- 5 ... must not spoil a clear chance of scoring with illegal means. This always leads to a seven-metre throw!

THE ATTACKER IN POSSESSION OF THE BALL...

- 6 ... is entitled to bounce the ball as often as he likes to do so. If he catches the ball he is allowed to take a maximum of three steps with it. Then he has to pass or to shoot.
- 7 ... has to jump at the goal-area line (6m line), is allowed to fly above the goal area but must not enter it with the ball in his hands.

SOCCER



Positions

1 Goal Keeper or Goalie

The 'keeper' wears different colors than their team and is responsible for preventing goals by using body positioning through quick and dynamic moves to stop the ball. They are the only players allowed to touch the ball with their hands during play.

2 Sweeper

Stationed behind the fullbacks, the sweeper is a defensive player who collects loose balls near the goal. They are the last line of defense on breakaways and their presence allows the fullbacks to move up and join the offensive attack.

3 Fullback or Defense

Defenders who shadow ('mark') opposing forward and attempt to prevent direct shots on goal. When they gain possession of the ball, fullbacks begin the attack by passing up to the midfielders.

4 Midfielder or Halfback

Midfielders are key to both the offense and the defense. On offense, they pass ('distribute') the ball forward and support the attack by advancing toward the opponent's goal. On defense, they try to stop the attack before it gets close to their goal.

5 Wing or Forward

Swift, accurate passers, Wingers make long runs hoping to draw defenders into the corners. From there, they have the opportunity to pass ('cross') the ball into the middle.

6 Striker or Center Forward

Strikers are primarily offensive players who are accurate shooters. Their task is to capitalize on the scoring opportunities that come their way.

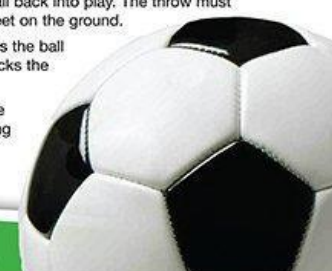
Start of Play

KICKOFF: Each half begins with the teams placed on the side of the Halfway Line containing their goal. Play starts by one team kicking the ball across centre into the other's zone. After each goal, these positions are taken again and the scored-upon team kicks off.

THROW-IN: When either team causes the ball to cross a sideline (aka 'into touch'), the opposite side throws the ball back into play. The throw must be made with both hands on the ball, and both feet on the ground.

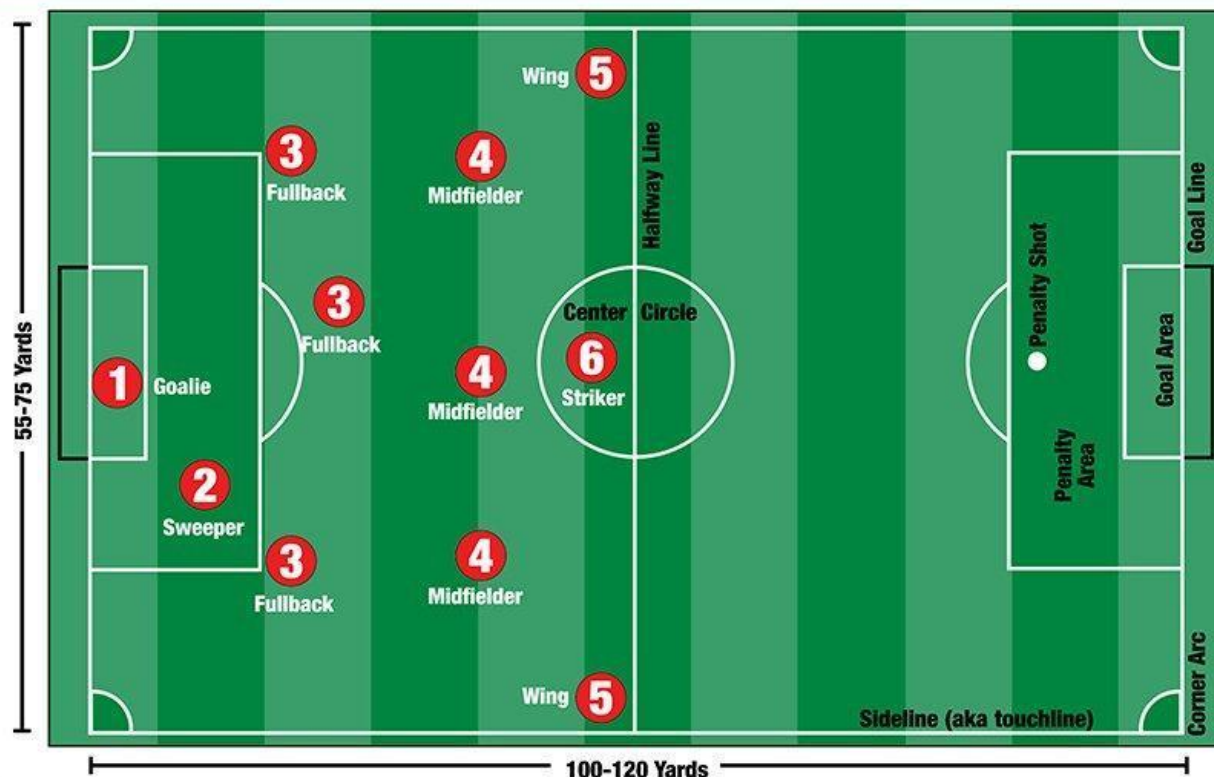
CORNER KICK: When the defending team directs the ball across their own Goal Line, the attacking team kicks the ball back into play from the nearest corner.

GOAL KICK: When the attacking team directs the ball across the defender's Goal Line, the defending goalkeeper kicks the ball back into play.



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QUICK FACT BOX



OBJECT OF GAME: To score by kicking or heading the ball completely into the opponent's goal.



DURATION: Two 45-minute halves. The clock runs continuously and the referee, who is also the timekeeper, can add time at the end of each half to compensate for time lost to injuries and other delays. The teams switch sides at halftime.



OFFICIALS: One referee, two linespersons.



PLAYERS: Each team begins with eleven players on the field.



YELLOW CARD: A warning for a minor foul.



RED CARD: Disqualification for a major foul or a player's second yellow card.

Game Overview

The most popular sport in the world, soccer (known as football outside North America) is played in almost every country. Players are not allowed to use their hands or arms, except on throw-ins, so the game really comes down to foot control of the ball. The goalie is the only player who can use their hands in game play.





OFFENSE: The attacking team attempts to score by kicking or heading the soccer ball into the opposing team's goal. By using ball control skills to pass and dribble they attempt to create scoring opportunities. Attackers without the ball run into open parts of the field to receive passes. This is called 'creating space', and may open a gap in the defense, creating a chance for a shot on goal.

An 'offside' foul is called when the ball is passed to a player

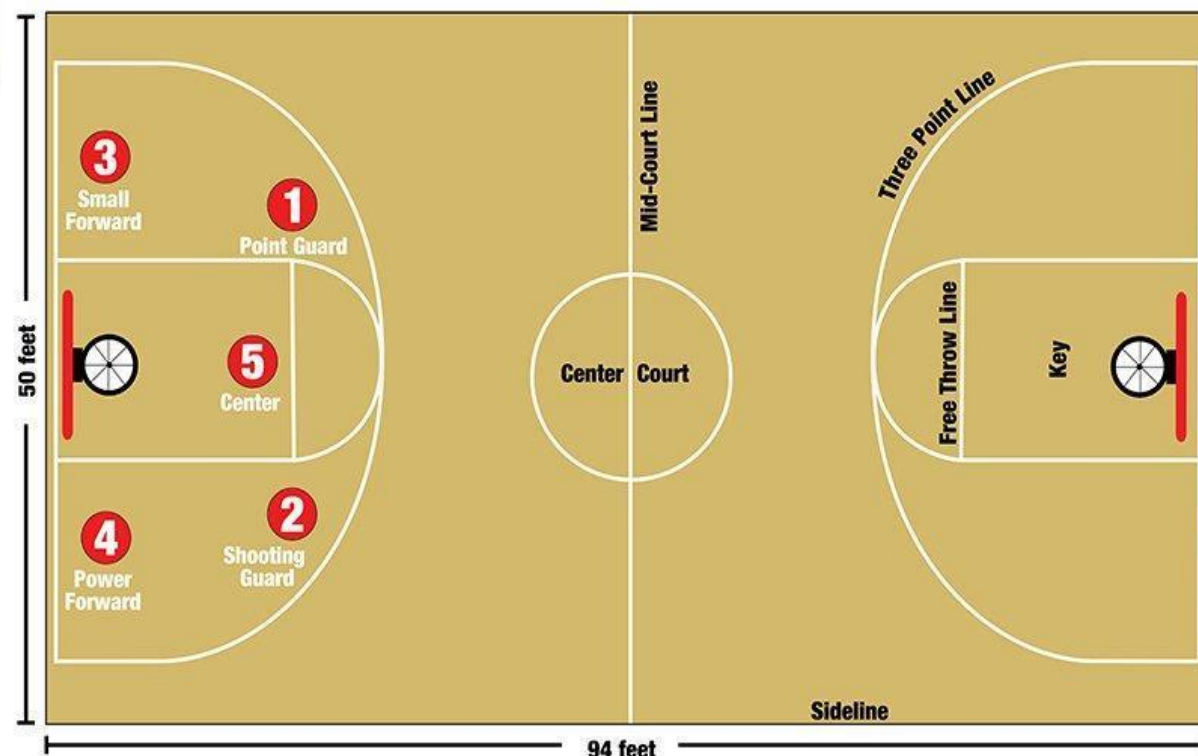
that is closer to the other team's goal than both the ball and that team's last defender. You cannot be offside on a corner kick, goal kick, or throw-in. This foul is to prevent unfair fast-break goals.

DEFENSE: To prevent the offense from scoring, the defending team must play a precise positional game. They must do their best to keep the attacking side out of the Penalty Area, where the chance of the offense scoring is much higher. To accomplish this the defense often packs the middle of the field with players. At the same time, they work to get possession of the ball if an attacker mishandles it, or makes a bad pass.

How to play Netball

Key Vocabulary	Skills	
<p>Footwork – Not moving with the ball (dragging foot or hopping not allowed). When catching the ball the foot that lands first must stay in contact with the floor until ball is passed.</p> <p>Offside – a player with or without the ball cannot move into an area of the court that their position is not allowed.</p> <p>Obstruction – when a defender is closer than 1m to the player with the ball.</p> <p>Positions There are 7 positions on a netball team –</p> <p>Goal Shooter (GS) – to score goals and to work in and around the circle with the GA</p> <p>Goal Attack (GA) – To feed and work with GS and to score goals</p> <p>Wing Attack (WA) – To feed the GA and GS giving them shooting opportunities</p> <p>Centre (C) – To take the centre pass and to link defence and attack.</p> <p>Wing Defence (WD) – To look for interceptions and prevent opposition WA feeding the circle.</p> <p>Goal Defence (GD) – To win the ball and stopping the opposition GA from shooting.</p> <p>Goal Keeper (GK) – To work with the GD preventing the opposition GA/GS from scoring.</p> <p>High 7 Rotations – rotation of positions. GS-C-GD-WA- scorer-GK-GA-WD</p>	<p>Pivoting Pivot (turning) with the ball once you have caught it.</p> <ul style="list-style-type: none"> • Keep one foot fixed to the ground. • Push and turn with the other foot. • Release the ball off in a different direction.  <div data-bbox="840 518 1444 1228"> <p>Netball Court Positions</p>  <p>GK - Goal Keeper GD - Goal Defence WD - Wing Defence C - Centre WA - Wing Attack GS - Goal Shooter GA - Goal Attack</p> </div>	<p>Shooting</p>  <ol style="list-style-type: none"> 1. Feet shoulder-width apart facing the target 2. Ball held high directly ABOVE head. 3. Knees are slightly bent to push off with. 4. Eyes looking at a point above the ring. 5. Push the ball upwards using wrist and fingers. <p>Overhead pass</p>  <ul style="list-style-type: none"> • Bend your arms and keep your elbows close to your body. • Lift the ball over your head. • Step forward and release the ball. • The flight of the ball should be high.

BASKETBALL



Positions

1 Point Guard

Also known as the '1', they are usually the team's best dribbler. They bring the ball up the court, call the plays and direct the offense. Also excellent passers, they are responsible for setting up plays to create scoring opportunities.

2 Shooting Guard

Also known as the '2', they must have excellent shooting skills, including a strong jump shot, and good passing skills. A good Shooting Guard must have an excellent 'free throw' percentage, and be dependable in close games. They work closely with the Point Guard.

3 Small Forward

The Small Forward, or the '3', must be a skilled player that balances strong offensive and defensive skills. Usually, they are taller than the Point Guard and the Shooting Guard.

4 Power Forward

Also known as the '4', the Power Forward is a larger player with strong defending and rebounding skills, who provides a strong presence in the middle of the court.

5 Center

The Centre, or the '5', is usually the tallest player on the team and tends to defend and score close to the basket. They are considered the 'anchor' of the defense, blocking and opposing shots whenever possible. They must have good footwork and good ball control.

Start of Play

TIP-OFF: The game begins with a 'tip-off', where an official tosses the ball at center court and one player from each team (generally the tallest) tries to tap it to their teammates. The team that takes possession is on offense.

THROW IN: When either team causes the ball to cross the sideline, the opposing team gains possession and throws it in to a teammate.

SCORING

ONE POINT: Shooting the ball through the hoop from the **Free Throw Line**. These are taken when a player is fouled and they get one or two free attempts to shoot at the hoop.

TWO POINTS: Shooting the ball through the hoop from anywhere inside the three point line.

THREE POINTS: Shooting the ball through the hoop from outside the three-point line.

QUICK FACT BOX

OBJECT OF GAME: To get the ball through the opponents' hoop.

DURATION: 32 (High School) to 48 (NBA) minutes, depending upon the type of game. NBA has four quarters twelve minutes per quarter. High School has four quarters eight minutes per quarter.

OFFICIALS: A Referee, and one or two Umpires (also called Referees in some games).

PLAYERS: Each team has five players on the court at any one time.

HOOP: Ten feet high. The diameter of the rim is 18 inches.

Game Overview

OFFENSE: The attackers move the ball up the court using a combination of passing and 'dribbling' (bouncing the ball while running). Taking more than two steps without bouncing the ball ('traveling') is not allowed, as is stopping and starting dribbling ('double dribble'), or holding the ball's underside ('carry'). The offense has limited time to take a shot, ranging from 24 to 35 seconds, depending on the level of game. If they fail to make a shot that touches the rim in that time, the ball is turned over to the opposing team.

Passing is the key to offensive strategy. Moving the ball around quickly, the attackers force the defense to adjust, creating possible openings to score. Commonly, players score by jumping and shooting the ball with two hands ('jump shot'), or leaping at the hoop and tossing the ball in

with one hand ('lay-up'), or jumping up near the basket and forcing the ball through the hoop while airborne ('slam dunk').

DEFENSE: There are two basic defensive strategies: 'man-to-man', where each defender guards one member of the opposition (often the player in the same position), and 'zone', where defenders guard specific areas of the court.

In both, the defense tries to take possession in three main ways: stealing the ball, preventing a shot from being taken before the shot clock runs out, or forcing a difficult shot and then recovering the rebound (gaining possession of the ball after a failed throw on basket). The defense takes possession if the offense puts the ball out of bounds, or when an attacker commits a foul or violation.

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Warming Up

Why is warming up before exercise important?

Warming up is an essential part of your workout. Warming up thoroughly prepares your body for exercise, warms the muscles, raises the body temperature, helps the joints to lubricate and reduces the overall risk of [injury from your workout](#).

Performing a thorough warm up also enhances your performance during the exercise session that follows.



A specific warm up can be used if you are going to do a strength [training workout for your legs](#), for example. In this case, your warm up could involve light resistance exercises and [stretches for the lower body](#).

If your session will involve the whole body you should do a general warm up. A general warm up consists of two main parts: the mobility exercise and the pulse raiser. You can perform these two parts of your warm up separately or together:

There are 4 stages of a warm up:

Stage 1	Light running/jogging	Increases <i>heart rate</i> . Increases blood flow to muscles Raises the body temperature.
Stage 2	Stretching	Allows easier movement. Increases joint <i>flexibility</i> . Stretches the muscles.
Stage 3	Practice actions from the activity	<ul style="list-style-type: none">• Warms up specific parts of the body that will be used in the activity
Stage 4	Mental preparation	<ul style="list-style-type: none">• Visualise a successful performance.

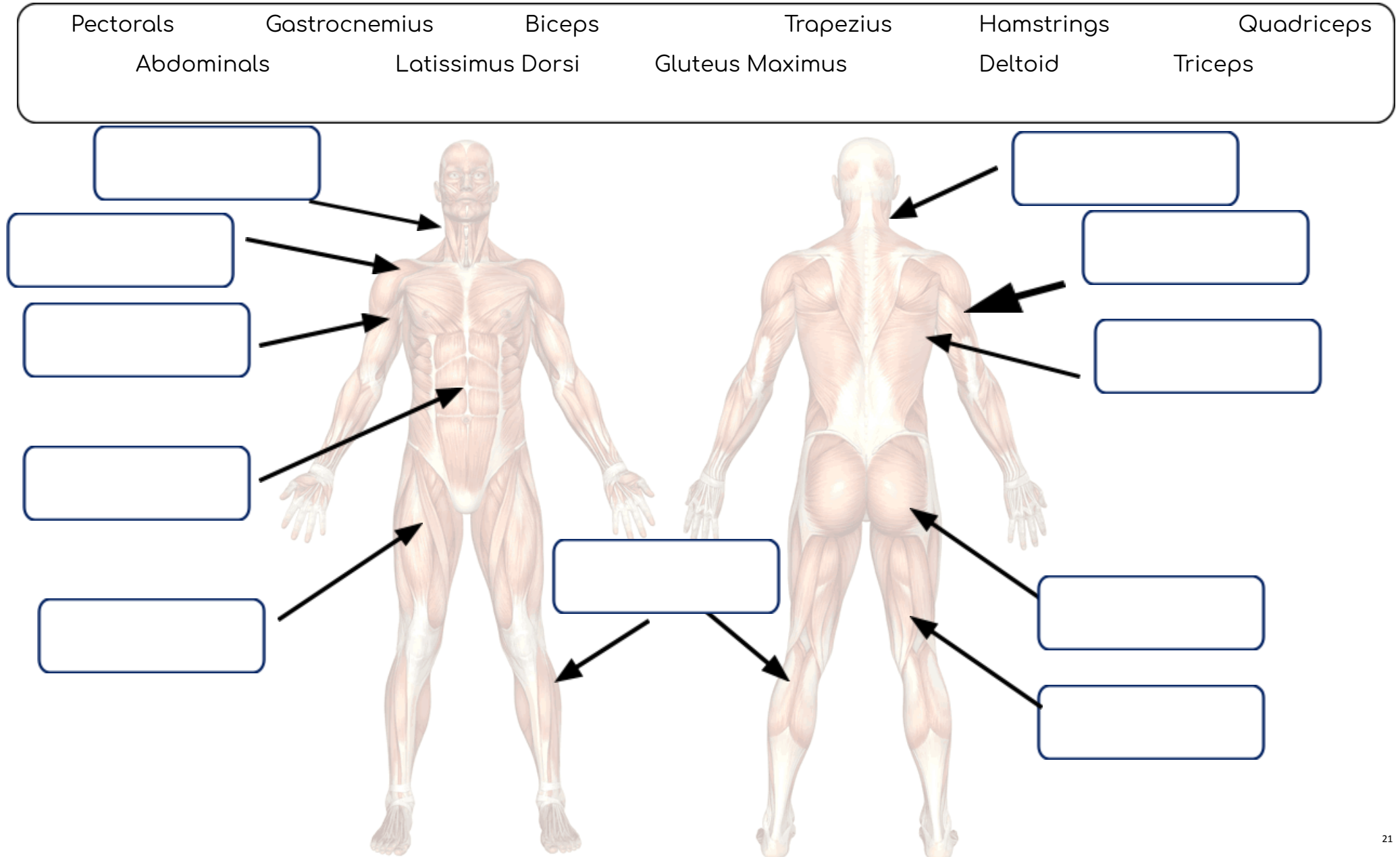
Example of warm up - A warm-up for Basketball may be as follows. **Stage 1** – Jogging. We jogged around the court 5 times (5 minutes) **Stage 2** – Stretching. I focused on leg and groin stretches, because of all the running/jumping/ turning I would perform. I held each stretch for 10-20 seconds and repeated. (5 minutes) **Stage 3** – Skill drills relating to the activity. I completed passing drills, similar to the movement and skills used in the game, with a partner for 5 minutes. I completed an agility drill, dribbling in and out of cones over 10 metres. **Stage 4** – Mental preparation. I focused on the game ahead. Performing successful lay ups and successfully man marking the opposition.

Plan your own 3 part warm up for 3 different activities.

Phase Name	Activity 1	Activity 2	Activity 3
1			
2			
3			

2) The Muscles of the Human Body

Label the following diagrams of the muscular system. Some of the muscles need to be labelled twice.



Basketball Mini Quiz

1. Write what it is called when you *break* these rules:

- a) Taking more than 2 steps whilst holding the ball = _____
- b) Bouncing the ball, picking it up, then bouncing the ball again = _____
- c) Physical contact to the opposition = _____

2. If you receive the ball what are your 3 options?

3. What is it called at the start of the game when the referee throws a ball up between 2 opposing players?

4. Name a situation that the referee would need to blow the whistle:

5. What should players do at the end of a game?

7. Do you know of any rules that are related to time limits?

Basketball Answers 2. a) Travel. b) Double dribble. c) Contact foul. 3. Shoot Pass Dribble. 4. Jump Ball. 5. Any ball going out of play or breaking a rule in play. 6. Shake hands and shout for the other team. 7. 3, 5, 24-second rules. Key / holding the ball / inbound / shooting



Kahoot Quizzes

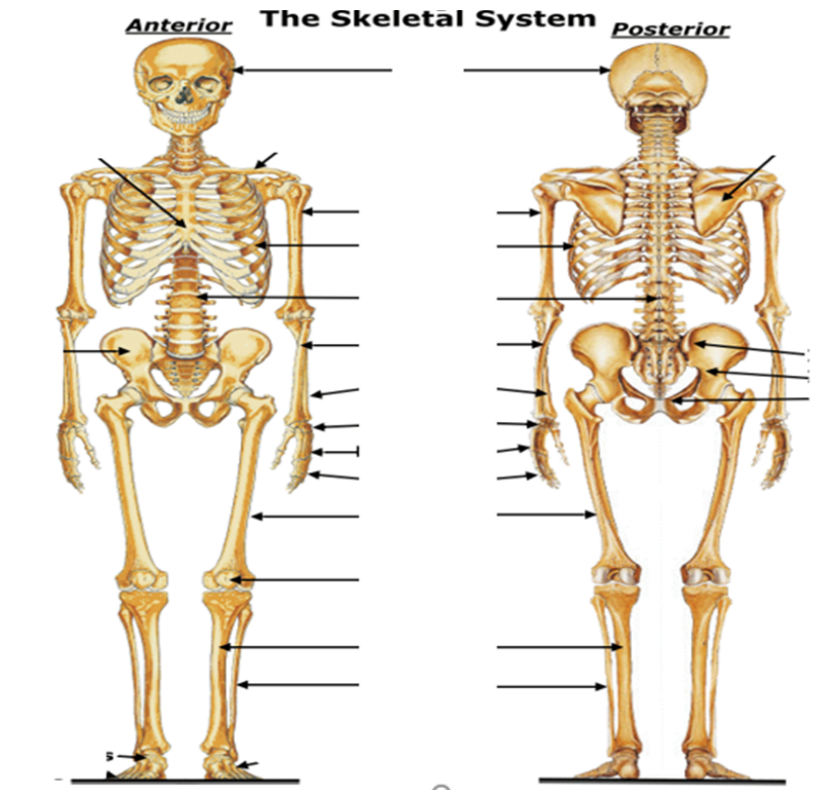


Bones of the body

- 1 - <https://create.kahoot.it/details/d377b2ec-828d-43de-ab8d-4546b83f4107>
- 2 - <https://create.kahoot.it/details/43f46cbd-b857-459b-989f-c0e5a54320e6>
- 3 - <https://create.kahoot.it/details/32010f63-f637-4919-abb8-6fb985548be7>

Muscles of the body

- 1 - <https://create.kahoot.it/details/f965e644-7975-4016-ad22-5064c78428c9>
- 2 - <https://create.kahoot.it/details/8321efeb-db3e-48be-9a80-d568f8e899f0>
- 3 - <https://create.kahoot.it/details/cba23fcb-645e-43f1-b2ce-c90ae9b562b2>



Netball questions

1. How many players are on one netball team?
2. Which player starts with the ball at the beginning of a game?
3. Name 3 passes in netball?
4. Are you allowed to dribble with the ball in netball?
5. Can you name 5 positions in netball?
6. Which two positions can shoot in netball?
7. What is the footwork rule in Netball?



Netball Kahoot Quizzes

<https://create.kahoot.it/details/849425e2-cd73-4d99-8ea3-3fe116b0f2d8>

<https://create.kahoot.it/details/0bd8101f-a70f-4847-a8ec-ff99eecee881>

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<https://create.kahoot.it/details/de6a4a49-dba6-459c-8db9-a22079d7e881>

Year 7 Physical Education Assessment for Learning

<u>Pathway</u>	<u>Practical Skills</u>	<u>Knowledge and Understanding</u>	<u>Evaluating and Improving</u>
Platinum 5+	This pupil is performing a range of Intermediate skills well when in practice and is now using them in competitive situations with some positive outcomes. Some advanced skills are used but may lack consistency. There is a good level of maturity in their work.	This pupil clearly understands the basic rules and tactics, and is developing an understanding of more complex rules and tactics. This pupil can locate and name the most common bones and joints of the body.	This pupil can highlight strengths and weaknesses of themselves and others and give clear reasons behind their decisions.
Gold 4	This pupil is performing some Intermediate skills well when in a practice but does not apply them with confidence when in competitive situations.	This pupil understands the basic rules and is demonstrating an understanding of positioning, tactics and strategies in practice and game situations. This pupil can locate and name most major muscle groups.	This pupil can highlight strengths and weaknesses of themselves and others. They can give some basic reasons for their decisions.
Silver 3	This pupil can perform basic skills with accuracy and confidence in practice and a competitive situation. The pupil is starting to perform some Intermediate skills but with limited accuracy.	This pupil understands the basic rules, can apply these in a game situation and is developing an understanding of position, tactics and strategies. This pupil understands the reasons why we warm up using the three separate phases.	This pupil can highlight one or two strengths and weaknesses of others or themselves.
Bronze 2	This pupil can perform some basic skills and techniques with some degree of accuracy in practice or competition, but can perform these skills to a slightly higher level in practice.	This pupil understands some of the basic rules but their knowledge is limited as is their positional understanding and knowledge related to tactics/ game strategies. This pupil has basic understanding of the principles of a warm up and can explain the importance of a pulse raiser.	This pupil can differentiate between more or less able pupils in the class but struggle to highlight specific strengths and weaknesses.

At the end of each activity block you will be assessed on your practical skills, knowledge and understanding and ability to evaluate and improve. The framework above lists the topics and components you will be measured in for a year 7 pupil. You will take part in a practical assessment usually during your last lesson in which your teacher will give you a grade based on your ability level. Throughout the year at the end of each activity you will complete a similar assessment and your grades logged onto a spreadsheet, (the activities that you will learn are on the front of this booklet.) From this spreadsheet an average score will be calculated, this is the grade that your teacher will award you within your school report that is completed at the end of each term and sent home to parents.

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