



# SAKEJI MISSION SCHOOL

PE Policy Guidelines and Programmes of Study

## Christian Values: PE and Games Department

In keeping with the School's Christian ethos the PE and Games department endeavour to educate young people in all aspects of life by developing the whole person. We take into account the student's intellectual, moral, social, physical and most importantly their spiritual health.

Physical Education is the process through which games skills, outdoor education, health related fitness, dance, gymnastics and swimming, are used to help students refine motor skills and develop fitness as well as providing a solid foundation to develop personal, social and health skills. This allows each student to be recognised as an individual, with special gifts and talents and to develop a sense of pride, excellence and self-discipline in accordance with Christian values. PE and Games should foster an opportunity to develop socially acceptable behaviour by providing structured situations in which students are given the opportunity to develop and enhance their natural tendency for movement, active play and physical challenge. Students are prepared in maintaining a disciplined approach in which dignity, equality and respect are fundamental. Winning and losing are aspects of physical education that can help teach valuable life skills. To give the students tools to cope with and appreciate the value of both winning and losing is fundamental to the success of the PE and Games department.

*"Brethren, I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. I press toward the mark for the prize of the high calling of God in Christ Jesus." Philippians chapter 3 v 13-14*

## PHYSICAL EDUCATION AND GAMES DEPARTMENT POLICY

### A Rationale for Physical Education and Games

Physical Education educates young people in and through the use and knowledge of the body and its movement. It helps to develop physical competence and encourages the students to follow a healthy and active lifestyle. At Sakeji School the guiding principle is to help each student to develop to their full potential in the attitude of meekness and unselfishness. The school wants to nurture and develop a strong tradition in encouraging students to take part in a wide range of sporting and movement based activities. All students participating in any sport or representing a house or school team are expected to observe the conventions of fair play, honest competition and good sporting behaviour as a testimony to our Lord Jesus Christ. The School's aim is to establish and develop self esteem through physical education on a broad spectrum. This is designed to help the pupil to cope with both success and failure in competitive and team work based activities.

The content of the P.E. and Games programme includes carefully selected areas of activity highlighted in the UK based National Curriculum and the Ontario Curriculum for Key stages one, two and three. The P.E. department recognise the value of incorporating many of the ideals featured in the many texts. The methodology covers work and assessment of most P.E. subjects in particular in line with the UK based National Curriculum. Likewise, the teaching of Games, therefore, is intended to work as closely as possible within the parameters of the facilities and staff available. Every attempt however, is made to cover the breadth of activities outlined at each Key Stage.

All students receive swimming lessons twice a week for just over 2 terms (Term 1 and some of term 2 and term 3). There is intended to be an outdoor education programme established for all grades which will include various activities like, wall climbing, orienteering and problem solving.

The school intends to offer the student a wide range of sport and physical activities within the PE lesson programme. These include badminton, table tennis, swimming, volleyball, golf and many other sports. Therefore it is in a variety of ways that sport at the Sakeji School contributes to the leisure and vocational possibilities open to the student which is intended to have a long term effect on their future lifestyle beyond school.

It is also intended to begin an inter-house competition which will run throughout the school. The intention is to help consolidate and establish the basic ethos of any physical activity which is 'Fair Play' which is best tested and refined through competition. Students will compete in houses in different sports. The sports competed in a full programme will range from swimming, table tennis, traversing, athletics basketball, cross country, mountain biking and volleyball. To begin only a few competitions will be included. Juniors will compete against juniors and seniors will compete with seniors.

### Aims of the PE and Games Department

1. For the student to learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of controlled movement.
2. To cultivate positive attitudes towards physical activity and health.
3. To provide opportunities to develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own strengths and weaknesses.
4. To promote the appropriate use of communication, collaboration and competition with other students.

5. To stimulate enjoyment and a sense of fulfilment so as to encourage a purposeful and varied use of free time throughout school life and adulthood.

6. To promote good health and fitness through understanding the value and necessity of exercise.

### **Health Education Policy Statement**

Sakeji School's P.E. document promotes good health and the relevance of physical fitness. In addition the school aims to educate students about exercise in order to:

- Encourage an active lifestyle.
- Improve performance in PE and Games lessons.
- Give them informed knowledge in how best to prepare safely and effectively for physical activity.

The PE department's approach towards Health Education considers two main avenues of delivery. Firstly, it is intended to be covered within a skill related fitness unit in P.E. for each senior grade in the main school and secondly in a more general sense, it is provided for in the teaching of games and P.E in a more unofficial, informal way to the junior grades. At the outset of each games session the students are led through a body warm up and a collection of fitness based exercises. Many games skills are taught with fitness in mind especially in Football, Rugby and Hockey where activities can be repeated in circuit training modes. Moreover, intense ball control activities in grids keep the student active and help to sustain a high heart rate in the hope the students cardiovascular capabilities are enhanced.

### **Cross Curricular links with PE**

The P.E. department's closest link is probably with Science and Health. This is particularly true in all analysis of performance and ascertaining a healthy lifestyle. In studying the effects of exercise on the body there is a strong link with Health Studies (Biology) work in Grade 7 and 8. This includes the working of the muscles and how they are affected by exercise. The requirement for a balanced healthy diet and the study of the effects on nutrition are close associations between the two subjects. The strategy of enhancing sporting performance by consuming the right foods and drinks is an important aspect of development both socially and physically.

The Mathematics connection with P.E is most obvious in Gymnastics where the students are given problem solving tasks on sequence work. At a younger level they learn to appreciate spatial relationships as they move backwards, forwards, sideways and diagonally. They are asked to estimate size, time and distance of many performance challenges in athletics, gymnastics and skill related fitness. This has benefit for the development of the appropriate use of technical terms to be used and to understand the meaning of the words which should be demonstrated in and through action e.g. rhythm and fluency.

The Health programme's role in PE is highlighted in the previously mentioned Health Education statement. However, in the Games and PE lesson time, themes such as courage, leadership, toleration, perseverance, bullying and personal hygiene are discussed and established with the students. This is especially relevant when debriefing the students following a competitive game to remind the players that there are other factors to consider as well as the result.

A final consideration is the contribution of the outdoor education programme. It is intended that Grade 7 & 8 undertake an outward bounds during the course of the year. This will have cross curricular relevance with its value in helping the students to become independent and nurture trust between peers and further developing the vital knowledge and appreciation of their immediate environment.

### **Equal Opportunities Policy**

It is the aim of the Department to provide all students with the same opportunities in PE and Games lessons. The competition set within PE and games lessons and in the future with inter-house competition will allow boys and girls to compete together on an equal footing in Cross Country, Athletics and Swimming as well as other major sports. All of the school's P.E and Games equipment is shared and kept within the common store area at the end of the upper tennis court.

Sakeji School invites children from all backgrounds and nationalities to join in the Christian Physical Education culture. A huge variety of people from differing backgrounds may have its disadvantages. However, the school provides many activities which are appropriate for all levels of ability e.g. gymnastics, athletics and swimming where cultural experience is of little consequence. It is hoped that the differentiation programme and flexible teaching styles in the PE and Games schemes will prove successful in accommodating any shortfall in games experience that the range of students present may have.

### **Special Educational Needs Policy**

The special educational needs provision of the department is in relation to the students with special needs. This education applies whether the student has learning difficulties or is particularly talented in any given area of sport.

The guiding principle at Sakeji School in all learning situations is to concentrate positively on what the student can do. This may mean adapting the game for low ability student to help achieve more consistent success. In PE there are many situations when the tasks are differentiated and it is important to recognise the struggling student and make allowances. Lesson evaluation is a key aspect of PE lessons and is used to identify the less and more able performers in any given activity.

Some students who are not as physically able as others maybe and may not be able to take full part in all of the PE and Games lessons. The teachers are encouraged to keep abreast of potential fluctuations in their condition during the term. Where possible the student should be encouraged to take full part in a lesson whether it PE or Games.

### **Safe Practice in Physical Education and Games**

The pupils are taught to respond quickly to instructions from the teacher to ensure safe practice in all lessons. This also applies to value of understanding and the recognition of relevant rules, laws and codes of etiquette/safety procedures for different activities in training and during competition. Each Games and PE teacher has a responsibility to teach skills progressively to prepare the students for a game situation which may include physical contact, in order for the students to participate as safely as possible.

In every lesson it is the teacher's added responsibility to check the field or playing areas for dangerous obstructions prior to the lesson and at the end. All the pupils are encouraged to be responsible for the well being of Games and PE equipment. It is the joint responsibility of the teacher and student to make sure all the equipment used is collected and carefully stored at the end of each session/lesson. This includes notifying PE and Games staff of any broken or lost equipment during the session/lesson. Watches and jewellery are not allowed to be worn in PE and Games lessons and must be left in the classroom, dormitory or changing rooms.

The Head of PE and maintenance staff are responsible for the safe maintenance of all apparatus and equipment in school buildings and playing areas. If any item is not safe he/she must report such findings to the maintenance staff.

### **Discipline Policy of the PE Department**

A high expectation of good behaviour is demanded from all students who participate in Games and PE lessons. Ill disciplined students are a danger to themselves and their peers and so the adopted approach to discipline is to be 'firm but fair'. The PE department follows the rewards (Merit Reward System) and punishment system as described in Sakeji School Staff Manual. This document also highlights the expectations of behaviour and conduct when representing a house during competition days.

### **Clothing and Equipment**

The students use the same clothes for PE and Games lessons, which are kept in the dormitories. Each student has a specified area where his/her kit is kept. [A range of equipment and its labelling instructions are in the school clothing list which is sent to each parent at the start of the student's school career. A full clothing list is listed in Appendix 1.](#)

### **Storage of PE / Games Equipment**

The main PE and Games equipment store is situated at the end the upper tennis courts. No student is allowed in the staff games and PE cupboard except when given permission by the member of staff in charge. ***A full Games and PE equipment inventory is listed in Appendix II.***

### **Wet Games Day Procedure**

There is an alternative programme on wet games days when the games areas are unplayable. It is the responsibility of the Head of PE and Games to organise the revised indoor activity programme. Usually the facilities are rotated so that the student receive at least half an hour of physical activity with the remaining time spent conducting a quiz, related coaching on awareness of rules, positioning or traditions and etiquette or a dvd. There are a number of texts that provide ideas for lessons in the assembly hall/large Chota with large numbers. These are kept in the Resource in the Upper School.

### **Off Games Policy**

If a student is unable to take part in PE or Games for medical reasons an explanatory note/or by word of mouth from the resident nurse or dorm parent should be given to the Head of PE and Games before or at the start of a lesson. Where possible a student should attend the lesson and it is the responsibility of the teacher to involve the 'off PE/games student' as fully as possible in the work of the group without causing any further injury or discomfort to the student in question. If a student has to stay indoors due to a medical condition he or she may have to miss the activity. In this instance the student will be under the supervision of the nurse in Sick Bay.

## Responsibilities within the PE Department

### Head of PE and Games

1. To assume overall responsibility for the running of the PE and Games Department throughout the entire school.
2. To take special responsibility for the design of the PE and Games syllabus.
3. To organise the daily management of the lesson and games programme.
4. To liaise with assistant games staff responsible for lessons and to ensure a common approach in teaching and learning strategies during lessons is used.
5. To oversee the purchase, maintenance and storage of all PE and Games equipment.
6. Have responsibility for the organisation of all Inter School fixtures, internal house matches including the inter house cross country, athletics competitions and swimming galas.
8. To liaise with the maintenance department in respect of upkeep and developments to be made of all the playing areas.

### PE and Games at Sakeji School OVERVIEW

GRADE	TERM 1	TERM 2	TERM 3
1	Net Skills 1/ <b>Gymnastics</b>	<i>Dance/ Striking &amp; Fielding Skills 1</i> Athletics (Sports Day – Heroes and Unity)	<b>Gymnastics/</b> Invasion Skills 1
2			
3	Net Skills 2/ <b>Gymnastics</b>	<i>Dance/ Striking &amp; Fielding Skills</i> Athletics ((Sports Day – Heroes and Unity)	<b>Gymnastics/</b> 1Invasion Skills 2
4			
1-4	<i>Health Related Fitness awareness is touched upon informally throughout PE sessions in G1-4</i>		
5	Invasion skills & net games <i>Dance/</i> HRF Opening of Portfolio	Striking skills & Fielding games/ <b>Gymnastics</b> Athletics(Sports Day – Heroes and Unity)	Small sided games with Striking/Fielding and Invasion elements <b>Gymnastics</b> HRF Testing and Measuring
6			
7	Tennis/Table Tennis/Dance HRF Personal Info Expansion	Golf/ <b>Gymnastics</b> Athletics(Sports Day – Heroes and Unity)	Badminton/HRF Testing and Measuring <b>Gymnastics</b> HRF - Grade 6-9 Triathlon
8			

NB – All students participate in swimming every Wednesday afternoons – culminating in a swimming gala during Independence Day.






### \*HRF = Health Related Fitness

### Physical Education in the Grade 1&2

#### Programme of study

The students in the Grade 1 & 2 receive 2 or 3 PE lessons each week. Each lesson lasts for approximately 40 minutes and is taught in the Assembly hall, the large chota near the workshops, on the top tennis court or the playing fields. Most of the lessons are taught by the Head of PE and Games in conjunction with the class teacher. This encourages a continuity of approach throughout the Grades 1-8. Gymnastic equipment is stored in the Assembly hall.

#### Aims

-  To encourage pupils to build on their natural enthusiasm for movement, using it to explore and learn about their immediate environment.
-  To provide students with opportunities to achieve a degree of control over simple actions such as hopping, skipping, jumping and catching an object.
-  To promote enjoyment in expressing and testing themselves in a variety of situations.
-  To facilitate the important process of working and playing with other students in pairs and small groups.
-  To provide opportunities to watch, listen and experiment so they can develop their skills in movement and co-ordination

### Methodology for PE in the Grade 1&2

The students are usually taught in small groups of around twenty pupils. The main priority is to keep the group active in purposeful activities which help to stimulate aesthetic (body) awareness. It is important to teach students to listen to instructions and to co-operate with partners. The students will be given opportunities to reflect on their results and the quality of their performances and share their thoughts with the group. The lessons are structured to provide an active warm up and stretching activity followed by the introduction or development of a relevant skill. The session will usually conclude with a game or co-operative team task.

## **PE Syllabus for PE in Grade 1&2**

### **Aims**

The main aim is to provide a curriculum that meets the needs of each individual and gives them the opportunity to achieve their full potential. Students should recognise the changes that occur in their bodies as they exercise and the short term effects of exercise on the body. It will also allow the students to develop their knowledge, understanding and awareness of self in a relaxed and caring environment.

### **Entitlement**

For all classes within Grade 1&2 there is a PE provision of three 40 minute sessions per week, excluding the swimming lesson every Wednesday afternoon through [2 ½ terms](#).

### **Objectives**

The main objectives are to achieve the aims/targets set for each Grade. These are based on the Early Learning Goals and the UK National Curriculum.

These targets are set within three areas:

- Games
- Dance
- Gymnastics

### **Assessment**

Assessment will be carried out through evaluation and understanding from the PE teacher and by the individual. Simple tests will be carried out to highlight any particular needs physical. For example, spatial awareness and coordination are two great indicators of potential difficulties (activities where a student fails to succeed on repeated occasions in a single, specific activity e.g. throwing and catching) a student might experience over and above the normal learning associated with coordination and spatial awareness activities.

### **Differentiation**

In the policy document all students should achieve the '*basic*' level, most reaching the '*standard*' level and some will be able to reach the '*outstanding*' level. In all cases, students will be able to work at a level that is appropriate to their individual ability.

## **Physical Education in Grades 3 – 8**

### **Programme of study**

There is provision for two 40 minutes PE lessons each week (excluding the compulsory swimming lesson on Wednesday afternoons) for all students in Grades 3-8. The students are taught by class in mixed groups of boys and girls. The lessons take place in the assembly hall, large chota, on the tennis courts, swimming pool and the playing fields. The particular focus of the PE lesson is to work primarily on individual body management and co-ordination skills. There is also a strong emphasis on promoting health and fitness. There are some ball skills included in the programme, but limited attention is directed towards teamwork or positional requirements.

### **Methodology of PE lessons**

The aims and objectives of the PE programme are pursued through a variety of teaching and learning styles. At times it is necessary to teach common points to the whole class using the teacher's knowledge or by listening to suggestions made by the students. In athletics this approach is used most often as the students are taught fundamental techniques before experimenting for themselves. On other occasions teaching is conducted with the class split into pairs or small groups. In gymnastics the students are asked to practice movements at a variety of movement stations.

During the Gymnastics and Skills-Related Fitness units the students are given opportunities to prepare sequences of movements and to invent circuits and relays (G7-8). This affords the chance for the pupils to work to their own level of ability and strengthen any weaknesses e.g. strength, stamina, agility and speed. The groups are involved in assessment and evaluation of their own work at various stages of the grade.

## **GYMNASTICS (Grades 3-8)**

Each student will receive at least 1 lesson of Gymnastics or Dance per week. The three major themes to be followed throughout the programme are travel, flight and balance. These areas follow on closely from the Action and Co-ordination themes used in Grades 1&2. At the end of the term each student will take part in an assessment exercise. This usually takes the form of a planned sequence prepared in advance. The routine will provide an opportunity for the student to include skills practised in previous lessons. Assessment will be monitored and recorded using the [BAGA awards](#) system.

### **Aims and objectives (Grades 3-5)**

1. To develop and refine basic movement skills such as jumping, leaping, balancing, rolling, pushing, pulling and swinging.
2. To provide opportunities for students to explore and experiment in the use of these natural actions in floor work and on apparatus.
3. To encourage the combination of these actions in a fluent sequence.
4. To create situations where the students plan and evaluate their own movement routines.
5. To make students aware of the need for quality, fluency and control when performing all tasks.

### **Methodology**

The approach taken with each class will depend on the experience and ability range of the student. A number of new students start school during these grades and their abilities will need to be assessed. As the teacher will probably be faced with a wide range of ability it seems sensible to adopt a variety of teaching and learning styles.

In Grades 3 and 4 especially, a lot of teaching is conducted with gym stations where the students get a chance to practise skills at various progression stages. For example to assist in the learning the forward roll a range of sloping apparatus would be provided to aid momentum in completing the tasks successfully. The teacher may often feel the need to class teach certain activities particularly when the roles of supporting partners need to be clearly defined. Every two or three sessions the group is usually encouraged to link skills together by practising a simple sequence. The example might be - "Can you make a triangular pattern on your mat by joining three rolls together?" In some lessons a full range of linking apparatus will be set up to allow skills to be practised according to an appropriate theme e.g. jumping, spinning and landing.

### **Grade 3**

**1. Travel** - Travelling in different ways at different levels and on different body parts. Rocking and rolling as preparation for learning forward and backward rolls and rolls around the longitudinal axis e.g. log, dish and side. Exercise encouraging weight bearing on hands e.g. Cat spring and kicking horse. *Climbing wall bars safely.*

**2. Balance** - Balance using different body parts and involving a variety of apparatus at low level. Revise and teach simple single leg balances e.g. stork, T-balance, Arabesque. Introduce balances on four points (front and rear support) and three point (head stand base position).

**3. Flight** - Control running and jumping movements on the floor and from low level apparatus, practising a variety of shapes in the air e.g. tucked, star, pencil, pike straddle and jumping over low and high level apparatus.

Sequence suggestions: Make three balances on three different parts of the body. Join together a tuck. Straight and pencil jump.

### **Grade 4**

**1. Travel** - Transferring weight from feet to hands with slow and quick movements. Revise longitudinal rolls from Grade 3 and experiment with varied arm positions. Practising rolls on horizontal axis e.g. Backwards and forwards roll from varied apparatus slopes. Encourage a change of entry and exit from rolls for the more advanced students. Practise a crouch turn on floor and from bench or box top as a progression to a cartwheel. To Travel along a single bar forwards and backwards at different speeds and levels.

**2. Balance** - Balance on different body parts and supporting the body with hands. Revise balances on single foot and 3 / 4 points from Grade 3. Teach supported headstands and bunny jumps. Introduce balances on larger bases e.g. V-sit, Back stand and shoulder stand.

**3. Flight** - Revise running and jumping activities with shapes in the air. Concentrate on take off foot variations and absorbing weight on landings from box jump. Introduce jumps with spins. *Rope swings leading to a safe 2 foot dismount.*

Sequence suggestions: Travel along apparatus, using hands and feet only and leave by rolling, or find ways of springing onto apparatus and leave with a jump to give a controlled two foot landing.

## Grade 5

1. *Travel* - Revise forwards and backward rolls. Practise rolling from one foot balance into a straddle stand. Roll along a low level box or bench. Backwards roll to kneel and then to a handstand for more advanced. Developing cartwheels with support. Carry out wheelbarrow activities with partner and 'Seal' (as in animal) glide up an inclined bench. Climb wall bars and travel sideways to other sections.

2. *Balance* - Revise balances on a variety of points including headstand and handstand. Practise balancing in arch and dish shapes and combine with rolling. Work with partner in contrasting and copying balances in isolation and in contact. Practise large base balances on box and benches.

3. *Flight* - Revise stretched jumps and landing positions from box. Encourage original shape making in air, from jumps off low level apparatus. Practise jumps for distance (leaping) with assistance from partners. Timing a jump to catch balls or take bean bags from above head height. Time a jump onto a swinging rope and dismounting safely.

Sequence suggestions: Using box, handstand or bunny jump against box and rock backwards to shoulder balance on the floor OR Make up a routine that involves moving over and along a pole, bar or wall bars.

## Aims and objectives (Grades 6-8)

The main objective is to refine and increase the student's range of gymnastic actions. A secondary aim is to encourage an understanding of the factors that influence the quality of gym performance. This will include work on more complex sequences that show variety by contrast and repetition. The work will be on flow on and off apparatus and will include both individual and partner activities. The programmes continue with the exploration of the travel, flight and balance themes.

## Methodology

The approach for the upper Grades will once again depend on the skill level of the class. If the group are showing fluency and confidence performing in each gymnastic area then an extended series of sequence work can be suggested. The students will be encouraged to extend their gymnastic vocabulary built on a previously sound base being established in Grades 1-5. As the students mature a greater focus can be placed on setting, planning and evaluating tasks when the individual can apply the knowledge and skills acquired in earlier Grades. The teacher will need to be sensitive to the rapid change in shape and size of the student as early adolescence approaches. This means that differentiation of certain tasks is particularly important to promote the progressive building of confidence and self esteem.

## Grades 6 - 8

1. *Travel* - Revise floor work rolls, cartwheel, and turn and twist touch. Teach dive roll and develop over bench. Practise rolling along the box backwards and forwards. Teach 'with partner' travelling exercise e.g. caterpillar, leap frog, 'conger pair'. Introduce hanging shapes (straight, pike straddle and tuck) on a bar. Introduce strength building hangs on the ropes. Combine with partners to make number and letter shapes on wall bars.

2. *Balance* - Revise headstand and handstand. Front arm and back arm support. V-sit, shoulder balances, arabesque, Y balance and stork balances. Practise all the above skills on a range of low and intermediate apparatus. Encourage pupils to show examples of partner copying and contrast balances in a contact and detached way. Find ways of overbalancing from apparatus.

3. *Flight* - Revise take off and landing techniques from floor and low level apparatus. Cover all types of shapes described in the air, from the floor. Teach how to use a mini tramp and practise a variety of shapes with cushioned landings. Tramp jumps over equipment at a low level. Design a jump circuit with a variety of activities.

Sequence suggestions: Practise contrasting and mirroring work with partner (levels body shapes, direction and speed of movement). Combine travel, balance and flight themes with stress on using different body parts, body shapes, directions, levels pathways and speed. Follow my leader copying activities on any theme.



## **DANCE**

Each student will receive at least 1 lesson of Dance or Gymnastics per week. The three major themes to be followed throughout the programme are set dancing (dance from other countries), Modern dancing (waltz, line and country) and improvised dance. These areas follow on closely from the Action and Co-ordination themes used in Grades 1&2. At the end of the term each student will take part in an assessment exercise. This usually takes the form of a planned dance prepared in advance. The routine will provide an opportunity for the student to include skills practised in previous lessons.

### **Aims and objectives (Grades 3-5)**

1. To develop and refine basic movement skills such as jumping, leaping, stillness, curved, zigzag, pulling and swinging.
2. To provide opportunities for students to explore and experiment in the use of these natural actions in creative danced sequences.
3. To encourage the combination of these actions in a fluent sequence through set and improvised dance sets.
4. To create situations where the students plan and evaluate their own dance sequences.
5. To make students aware of the need for quality, fluency and control when performing all tasks.

### **Methodology**

The approach taken with each class will depend on the experience and ability range of the student. A number of new students start school during these Grades and their abilities will need to be assessed. As the teacher will probably be faced with a wide range of ability it seems sensible to adopt a variety of teaching and learning styles.

In Grades 1 and 2 especially, a lot of teaching is conducted through Dance related to expressions, feelings and familiar objects i.e. wind, trees, storm etc. where the students get a chance to express different feelings etc through simple dance sequences. Teacher demonstration at this early stage is essential. Every two or three sessions the group is usually encouraged to link dance sequences together. The example might be - "Can you create a mini story through expressions, feelings or object simulation. Stories like the contest between the Sun and the wind to remove a man's coat. Or a simple nursery rhyme. In some lessons the inclusion of apparatus/props can be used.

### **Grade 3 and 4**

1. *Expressions* - Using different shapes the students are to explore various expressions and feelings i.e. Which shape would be most suitable to use to demonstrate anger, peace, aggression and or calmness? The students could take an inanimate object and make it have life and explore how it might behave if a tree senses like we do.

2. *Copy cat* - The students will be asked to copy the teacher or their peers who are showing through body stillness/shape and/or movement an inanimate or animate object. For example the children could be at the Zoo – How many animals could they impersonate? They also could show the effects the weather could have on a tree, or small bird or a large animal. How would the tree feel in hot weather, or cold weather, or windy weather, or stormy weather, or during a tornado/hurricane, or during an earthquake etc? (The students should apply the feelings they may have rehearsed in the above circumstances and transfer them to the inanimate object.

3. *Set dance:* - Students to begin to learn a short line dancing sequence

### **Grade 5&6**

1. *Expressions* - Using stillness, movement and expression the students are to explore various feelings through music. The students would try and interpret the different types of music and translate them into a sequence depicting a story of feelings and/or expressions.

2. *Copy cat* - The students will be asked to copy the teacher or their peers who are showing through body stillness/shape and/or movement, accompanied by music, contrasting real life situations i.e. a celebration vs. an argument/Scoring a goal to win the house competition vs. missing a penalty to lose/Meeting someone famous for the first time vs. being best friends with someone famous/Liking a particular food vs. totally disliking a food/Being a famous person vs. being a nobody. This could also be linked in with the character quality being studied at the time.

3. *Set dance* - Students continue to learn line or English country dance sequences

### **Aims and objectives (Grades 7-9)**



The main objective is to refine and increase the student's range of dance movements. A secondary aim is to encourage an understanding of the factors that influence the quality of a dance performance. This will include work on more complex dance sequences that show variety by contrast and repetition. The work will be on flow on, off and around apparatus/props and will include both individual, partner and class activities. The programmes continue with the exploration of the expression, mirroring (copy cat g1-6) and set Dance sequences.

### **Methodology**

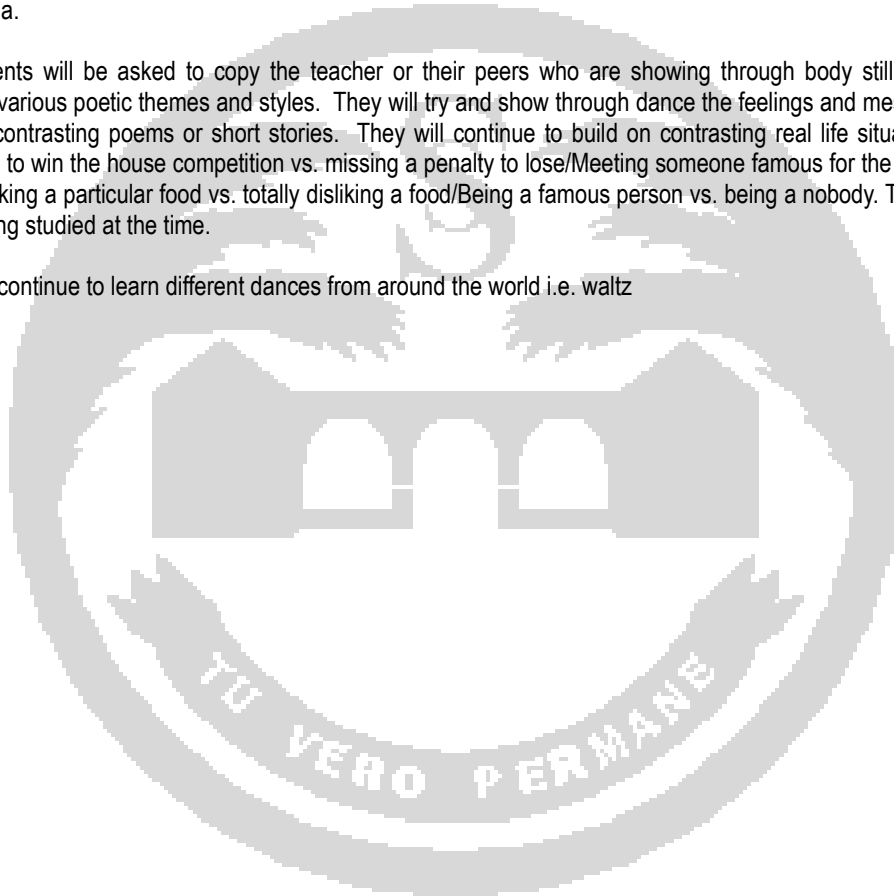
The approach for the upper Grades will once again depend on skill level of the class. If the group are showing fluency and confidence performing in each dance area then an extended series of dance sequence work can be suggested. The students will be encouraged to extend their dance vocabulary built on a previously sound base being established in Grades 1-6. As the students mature a greater focus can be placed on setting, planning and evaluating tasks when the individual can apply the knowledge and skills acquired in earlier Grades.

### **Grades 7-9**

1. *Expressions* - Using stillness, movement and expression the students are to explore various feelings and attitudes through music and pictures. The students would try and interpret different photo/pictures accompanied or not accompanied by music and translate them into a sequence depicting a story taken from the feelings expressed in the photos/picture. Students will understand to a greater extent the value and role music plays in dance and drama.

2. *Mirroring* - The students will be asked to copy the teacher or their peers who are showing through body stillness/shape and/or movement, accompanied by music, various poetic themes and styles. They will try and show through dance the feelings and messages being expressed by the poet/author in a set of contrasting poems or short stories. They will continue to build on contrasting real life situations i.e. a celebration vs. an argument/Scoring a goal to win the house competition vs. missing a penalty to lose/Meeting someone famous for the first time vs. being best friends with someone famous/Liking a particular food vs. totally disliking a food/Being a famous person vs. being a nobody. This could also be linked in with the character quality being studied at the time.

3. *Set dance* - Students continue to learn different dances from around the world i.e. waltz



## HEALTH RELATED FITNESS (Grades 3-8)

This unit takes place throughout the academic year in 5 week blocks. Each grade will get a 5 week block per year. Year on year their knowledge and personal profile will be built upon. (See **Appendix VI** for *Personal Profile proforma*) At least one PE lesson a week (during the 5 week block) will be given to fitness related exercises in the form of skills circuits which will be part of a programme to improve the elements of Health and Skills Related Fitness stated below. Stamina undertaken in swimming lessons would also be a part of the whole H&SRF programme. These lessons are partly aimed at fulfilling some of the health education requirements as highlighted in the UK P.H.S.E document. The main focus is to promote fitness awareness through participation in a wide range of games, relays and circuits. The students will be encouraged to measure their own fitness levels and plan activities which will improve their stamina, strength, speed, skill, flexibility (agility) and psychology.

### Aims and objectives

1. To improve awareness of how to enhance individual fitness (stamina, strength, speed, skill, flexibility (agility) and psychology.)
2. To make students aware of their own levels of fitness.
3. To provide activities that encourages a high level of cardio-vascular training.
4. To teach stretching and warming up exercises to prepare for strenuous activity safely.
5. To encourage students to plan activities that can help to improve fitness.
6. To teach co-ordination and body management skills whilst exercising.
7. To teach the students how to measure heart rates, blood pressure, weight, height, various other body measures (waist, neck, feet etc), grip strength, leg strength, VO2 max, CO2 tolerance, and body mass index.
8. To teach the students the value of lifelong exercise and healthy living and the positive effect it can have on the mental, emotional, social and spiritual health of the individual.

### Methodology (Grades 3 and 4)

In Grades 3 and 4 the students will be concentrating on developing fitness through working on the themes of Action, Ball control and Co-ordination. In each lesson the class will be taken through a muscle warm up and stretching routine. A test or measure of performance will conclude most lessons with a short cool down.

Theme	Grade 4	
<b>BLOCK 1</b>		
Action week 1	Standing long jump.	Jump for height.
Action week 2	Hopping.	Skipping tasks.
Action week 3	Running relays.	Leaping activities.
Action week 4	Sequencing locomotion.	Sequencing locomotion.
Ball control week 5	Bouncing using one hand at a time	Continuous bounce (one hand).
<b>BLOCK 2</b>		
Ball control week 6	Dribbling with one hand.	Dribbling in a straight line with both hands.
Ball control week 7	Dribbling with alternative hands.	Dribbling changing speed and direction.
Co-ordination week 8	Simple circuit – hand-eye coordination	Simple circuit – foot-eye coordination
Co-ordination week 9	Circle dodge ball and evasion games.	Equipment relay.
Co-ordination week 10	Performance evaluation - Circuit inc. coordination, speed etc	

### Methodology (Grades 5 and 6)

The programme is designed to enable the group to work on activities based on speed, strength, stamina and flexibility. The lesson will start with a warm up including regular work on the strength and flexibility exercises outlined in the scheme. The speed, strength and co-ordination exercises will take up the bulk of the lesson. Students will be encouraged to measure their own performance in groups and to design simple relays and circuits with their partners. An evaluation of performance and fitness levels will complete the unit.

### Scheme

1. *Speed and flexibility* - Shuttle runs measured, pace variation in groups, skipping and running, pace judgement and prediction. Baton relay, timing skipping repetition, slalom (agility) running.
2. *Stamina* - Design an equipment course for 2 minutes, predict time for an extended obstacle course run e.g. 4 laps. Slalom evasion course, pace judgement run round field with partner (repeat and try to match the time).
3. *Strength* - Use isolation exercises to target major muscle groups. Design a circuit with benches, boxes etc. to improve fitness in key areas.

4. *Skill* – Skills circuits which incorporate repetitive exercises including hockey, basketball, football dribbling. Bouncing a ball on a tennis racket.
5. *Measurement* - Portfolio opening – Name, DoB, Place of Birth, Height, Weight, Feet size, Standing long jump, Standing vertical jump, 20m sprint time
6. *Testing* - Chester Step test (basic measure of fitness).

Theme	Grade 5	
<b>BLOCK 1</b>		
Action week 1	Standing long jump.	Jump for height.
Action week 2	Agility course	Obstacle course
Action week 3	Circuits – bursts of power (ballistic)	Circuits – strength (static) and stamina
Action week 4	Progress Testing. (Chester Step Test)	Measurement
Ball control week 5	Bouncing using alternate hands	Continuous bounce (one hand).
<b>BLOCK 2</b>		
Ball control week 6	Dribbling with one hand/foot.	Dribbling in a straight line with both hands/feet.
Ball control week 7	Dribbling with alternative hands/feet.	Dribbling changing speed and direction.
Co-ordination week 8	Simple aerobic circuit without equip.	Simple aerobic circuit with equip.
Co-ordination week 9	Relays with ball and hoops.	Equipment relay.
Test and measurement wk 10	Multi-stage fitness test/Sprint test	Measurement to update profile

### Methodology (Grades 7 and 8)

The programme is based on ideas from a variety of different schemes. The activities will once again be based on speed, strength, stamina, agility and flexibility. Each lesson will start with an extended flexibility and strength based warm up. The core activity will encourage a high level of cardiovascular exercise for 15-20 minutes. The students will take responsibility for planning and evaluating much of their own work.

### Scheme

1. *Speed and flexibility* - 6 x 10 shuttle runs, slalom runs, circular relays. Equipment relays, pace judgement sprints with partners. Design a variety of relays and courses focusing on sprinting short distances. To run a standardised agility course testing the ability to move quickly, powerfully and with control through the course.
2. *Stamina* - Over the legs relay, jog and go sprints (interval training), obstacle courses, extended run pace judgment with partner.
3. *Strength* - Test throwing strength with various balls from sitting position and standing. Measure standing long jump and standing vertical jump. Design a weight routine for the floor or on the wall bars.
4. *Skill* - Skills circuits which incorporate repetitive exercises including hockey, basketball, football dribbling. Bouncing a ball on a tennis racket.
5. *Measurement* – Portfolio Info development – Re-measure previous standards, New measures include; Blood pressure, BMI, VO2 max and CO2 tolerance through testing (Multi-Stage Fitness Test), grip strength and leg strength.
6. *Psychology* – How to prepare for individual and team competition? Visualisation, mental rehearsal and physical preparation.

Theme	Grade 6 - 9
<b>Fitness Groups</b>	
Running	Comprising of long distance running and short sprints in differing terrains
Cycling	Short/Speed and endurance cycling including up and downhill skills (cadence/free wheeling/standing up in saddle)
Game fitness/Swimming	Circuit training – jumping/sprints/dribbling/weight transfer exercises – replicating game sequences
Core strength/Flexibility/Aerobics	Balancing and stretching exercises/cardio fitness and muscle specific exercises

N.B Fitness groups aimed at improvement of fitness for team sports and successful participation in the Sakeji Triathlon held in Term 3 each year.

### SWIMMING

This unit takes place from half-term in Term 1 to the end of term 3. Each Wednesday afternoon all grades undertake an established swimming programme - Gold, Silver, Blue, Red and No seal. Guidelines and targets are attached in Appendix 3 and 4.

### Aims

1. To teach the student to swim unaided for a sustained period of time or distance of at least 25 metres.
2. To teach the pupils recognised strokes and to pace themselves in floating and swimming challenges related to speed, distance and personal survival.
3. To continue the focus on health and fitness from the previous units.
4. To assess the ability of each swimmer and use records of performance as means of selection for Inter House galas.

### Methodology

A relay based warm up can ensure a highly active start to each lesson. The session will include some work on stroke technique for front crawl, breast stroke, and backstroke and for the most able, butterfly. A 'buddy' coaching approach can allow students to analyse each other and pass on feedback on points highlighted by the teacher. Each session will finish with a team activity ranging from water polo to retrieval games. From time to time the students will undergo testing to achieve the specific goals for each seal and also to progress through the seals. The students will be grouped according to ability (Seal hierarchy) for most sessions.

### **No Seal**

1. Safe entry and exit in and out of the water.
2. Retrieving objects from the bottom of the pool.
3. Develop a basic stroke to be able to swim one width in order to progress to Red Seal.
4. Creative tasks in the water e.g. swim like sea creatures and fish.

### **Seals Red – Gold - Candy**

See **Appendix IV & V** for notes of Seal requirements

### **ATHLETICS**

Athletics is the main Summer PE activity. The students are encouraged to develop and refine basic techniques in the three disciplines of running, jumping and throwing. For Grades 3 – 8 the ['ESAA' Awards Scheme](#) will be used which set appropriate standards for all the main events.

### **Methodology**

With young students a great emphasis will be placed on learning through movement experience. A simple explanation of the athletic technique followed by a good demonstration will be the starting point and then the student will copy and practise. With Grades 3 – 5 the evaluation of the performances will focus primarily on the basic mechanics of the technique being taught. Obviously safety factors are important and the class must be organised thoughtfully to avoid collisions and injuries from any projectiles. As the students move through the Grades then finally into Grades 7 and 8 they will be more able to assimilate technical information regarding the development of their performances.

Each lesson will start with a warm up activity with emphasis on good stretching techniques and an active game or relay to promote cardio-vascular exercise. One approach for a lesson may be multi-activity based where students attempt various running, jumping and throwing adapted skills on a rotating system. A more structured direction will be the teaching of a new technique to the class who then practice in pairs or small groups. The class may be asked to comment on their performance or predict its outcome. The times or measurements will be given to the teacher at the end of the lesson and entered into a master spreadsheet where their progress and development can be tracked through their life at the school. A third style is committed to letting the students direct the activity where pairs or individuals are set tasks to devise obstacle courses or relays for improving fitness or developing new skills.

### **Aims**

1. To teach students to measure, compare and improve their performances.
2. To help the students to learn each athletic discipline through studied progression.
3. To stress the importance of safety in all events.
4. To record results that count towards the attainment of the athletic awards.
5. To encourage the students to understand the short and long term effects of exercise on the various body systems.

### **Grades 3 – 5**

- *Running* - Short sprints, obstacle races, skipping events, slalom (agility courses) races, shuttle runs, and 800m extended runs.
- *Throwing* - Sitting and standing large ball throws for accuracy and distance. Cricket, baseball and rounders ball throws with run up.
- *Jumping* - Observing and practising long, triple jump. High jump using the scissors technique. Three spring jumps (bounding).

### **Grades 6 – 8**

## 1. Running

- *Sprinting* – sprint starts, running style (stride pattern, knee action and balance.)
- *Middle distance* – pace work in groups.
- *Events* – 50m, 100m, 200m, 55-75m hurdles, 400m, 800m, and 1500m.

## 2. Throwing

- Revise push and overhead football throws and *cricket and rounders ball throws*.
- *Javelin* – Safety aspects, grip, standing throw, short stride approach.
- *Shot* – Safety aspects, grip, standing throw, technique.
- *Discus* – Safety vertical grip and spinning technique, throwing accuracy with vertical plane, aiming for height. Side on throw through horizontal plane.

## 3. Jumping

- *Long jump* – One foot to two feet landing, two step walk to jump, measure 5 strides with partner and then run and jump.
- *Triple jump* – Establish hop-step-jump pattern, progressive walking and striding into action, increase run up from 3-5-7-9-11-13-strides.
- *High jump* – Establish take off foot, choosing favoured side. 7 stride run to scissors.

## Athletics Fixtures and Representative Events

The whole school is involved in Sports Day once a year at the end of Term 2. The Sports Day will also be considered to be part of the Inter House competition.

### ATHLETIC SPORTS DAY

This event is held in the last weeks of the summer term for the whole school. The focus is mainly on full involvement for all students in a wide range of athletics events. The students take part in a minimum of three activities (*allocation may have to change depending on number of races and number of children in each grade and in each house*).

Sakeji School Sports Day is regularly held towards the end of Term 2. The competition is run on a set basis and each House Captain selects the students to participate in each event. All of the House members must be involved, especially as there is a restriction on athletes only appearing in a set number of events. The major emphasis of sports day is to maximise participation and develop an understanding of how an athletics event is run. The day is split into two main formats to allow for increased involvement of the less able and a more structured, competitive meeting for the more able. Both formats count towards the House Competition. Each individual competes in at least 5 events \* throughout the morning and afternoon. The events follow those that have been worked on throughout the PE. Lesson programme during Term 2 and also a number of more traditional relay style activities for all the students to participate in. All athletic cups and awards are presented at final assembly or on the. The House competition is also announced at Parent night at the end of term.

## TENNIS

### Programme of study and policy Statement

Tennis is played throughout Term 2. Tennis skills will be taught in PE lessons. Tennis will also be included in the House competition. However, only those who are able to play tennis will represent their house and will be restricted to senior only. The competition will be run in a three tier way – Senior girls, Senior boys and Mixed doubles. This may be viewed as a minor competition and the points allocated to the overall House total will not be the same as rugby or hockey. (*More information given in the Inter House Competition Document Appendix III*)

### Forehand

The main aim when teaching the forehand is to encourage the student to enjoy the swing, to take the racket back early and low and to finish the swing high. The student is encouraged right from the beginning to turn and to try to meet the ball at a comfortable distance from the body thus enabling a smooth swing. The simple drop and hit exercise enables the student to work through the stages of the stroke at a comfortable pace, starting in a 'ready' position and working through the 'turn', 'take-back' 'stretch' the ball away from the body and 'swing' in his or her own time. Once this is achieved consistently the student is encouraged to react in the same way to the on-coming ball, usually hand fed underarm in order to achieve a comfortable hitting position and a smooth swing. Particular attention is paid to an early turn with racket back to meet the ball in front of the body at a comfortable height to achieve a smooth swing and a high follow through.

### Backhand

The backhand is introduced as soon as possible when the group has acquired the basic skills of the mechanics of the forehand. Students are encouraged to use two hands to hit the backhand giving extra control of the racket head on what may be considered the 'difficult' side. The

significance of the left hand palm behind the racket 'doing the work' is emphasized at this time. It is like hitting a left handed forehand with a helping hand.

### **Underarm Serve**

The student has already learned the basic of the forehand so particular attention is paid to position of the feet and direction of the swing and follow through i.e. the only difference between the forehand and the service is:

- Feet behind the baseline.
- Must hit cross-court.
- Ball must be hit without a bounce.

### **Methodology**

Throughout the time that the group is learning ground-strokes they are becoming familiar with tennis terms through regular references at appropriate time i.e. forehand, backhand, rally. Having learned to serve the group is introduced to the rules for playing points, scoring and playing matches. Basic tactics are encouraged, e.g. hitting into space, are introduced at this time. Over-arm serves can also be introduced as competence increases.

### **BADMINTON**

Badminton is played throughout Term 1. Badminton skills will be taught in PE lessons. Badminton will also be included in the House competition. However, only those who are in the upper school and able to play badminton will represent their house. The competition will be run in a three tier way – Senior girls, Senior boys and Mixed doubles. This may be viewed as a minor competition and the points allocated to the overall House total will not be the same as rugby or hockey.

### **Shot Repertoire**

#### ***Serving***

Backhand serve short and long

Forehand serve short and long

#### ***Rallying***

Forehand rallying shot

Backhand rallying shot

Forehand and Backhand Overhead clearance shot

Forehand and backhand drop shot

#### ***Attacking***

Forehand and backhand smash shot

Fake overhead clearance shot to drop shot

#### ***Defending***

Smash shot defence

Blocking

### **Court Movement**

Chassis step

### **Court Coverage**

Singles attacking shape

Doubles attacking shape

Singles defensive shape

Doubles defensive shape

### **Court Positioning**

Singles and doubles

- Serving
- Receiving serve
- During a rally
- Attacking
- Defending

### **Court Tactics**

Playing side to side

Hitting far right and far left

Playing short and long

Hitting straight and low – more used in doubles

Exploiting weaknesses – high backhand



All the above fundamentals of badminton will be taught to Grades 7-9. Some of the skills aforementioned will also be covered during Grades 5-6 PE lessons.

**GAMES at Sakeji School OVERVIEW** (Taken from the Master Overview at the beginning of this document)

Grades	TERM 1		TERM 2		TERM 3	
	Girls	Boys	Girls	Boys	Girls	Boys
1-8	Netball	Football	Rounders	Cricket	Hockey	Rugby
1-2	Football	Netball	Orienteering/Cricket	Orienteering/Rounders	Tag Rugby	Tennis
3-4	Basketball Football	Basketball Netball	Orienteering/Cricket	Orienteering/Rounders	Tag Rugby Tennis	Tennis
5-6	Basketball Volleyball Football	Basketball Volleyball Netball	Orienteering/Cricket	Orienteering/Softball	Tag Rugby Tennis	Field Hockey Tennis
7-8	Basketball Volleyball Football	Basketball Volleyball Netball	Orienteering/Cricket	Orienteering/Baseball	Tag Rugby Tennis	Field Hockey Tennis

**GAMES in Grade 1&2**

**Programme of study**

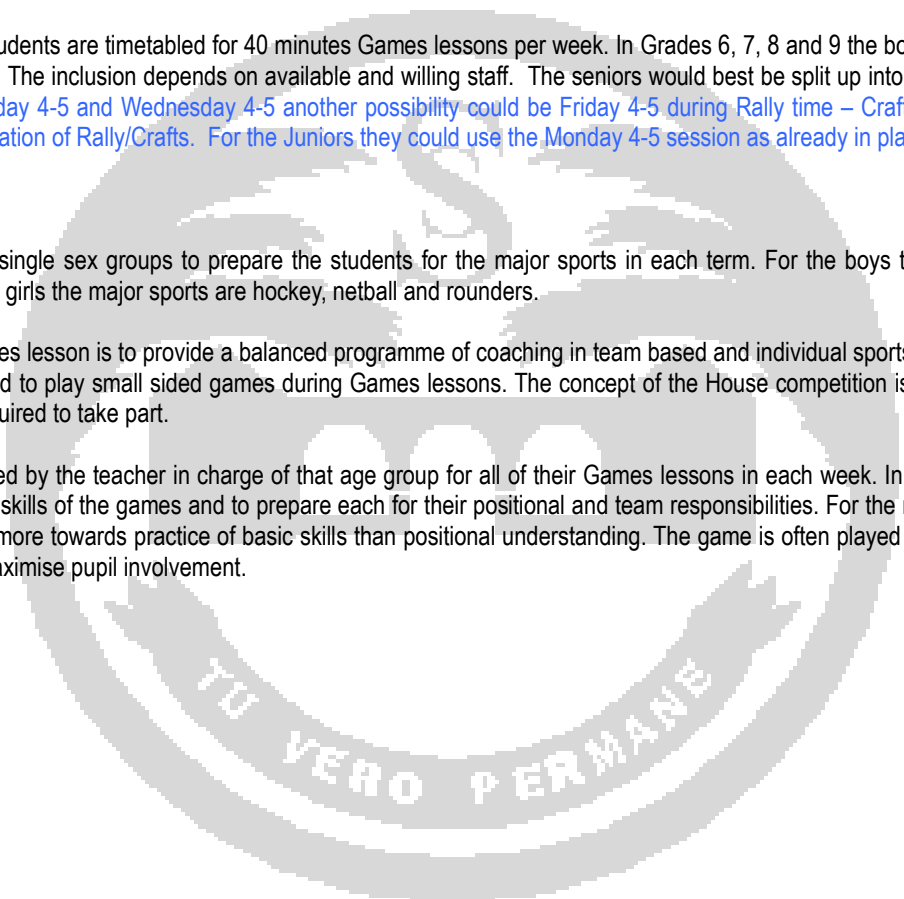
In Grades 3, 4 and 5 the students are timetabled for 40 minutes Games lessons per week. In Grades 6, 7, 8 and 9 the boys and girls receive two 40 minute sessions per week. The inclusion depends on available and willing staff. The seniors would best be split up into boys and girls. [One of the sessions could be on Monday 4-5 and Wednesday 4-5 another possibility could be Friday 4-5 during Rally time – Crafts for Senior's on Saturday morning could be a combination of Rally/Crafts. For the Juniors they could use the Monday 4-5 session as already in place.](#)

**Methodology**

Games are best taught in single sex groups to prepare the students for the major sports in each term. For the boys the major sports are rugby, football and cricket. For the girls the major sports are hockey, netball and rounders.

The principle aim of a Games lesson is to provide a balanced programme of coaching in team based and individual sports. In the House competition the children will be prepared to play small sided games during Games lessons. The concept of the House competition is an all inclusion idea. All children in a House are required to take part.

The team squads are trained by the teacher in charge of that age group for all of their Games lessons in each week. In these lessons the target is twofold: To teach the basic skills of the games and to prepare each for their positional and team responsibilities. For the non team players the focus of the lessons is focussed more towards practice of basic skills than positional understanding. The game is often played in a small sided context on a reduced sized pitch to maximise pupil involvement.





# T<sub>1</sub>

## FOOTBALL – (BOYS)

### **Aims**

1. To make the individual feel confident with the ball at both feet when running and passing.
2. To help pupils acquire a tactical understanding of the game.
3. To develop competent passing, dribbling, tackling and shooting skills.
4. To encourage thoughtful decision making on the field.
5. To provide opportunities for the player to express individual talent within a team context.

### **Policy Statement**

The fundamental guideline for coaching football at Sakeji School is to encourage a flowing game with all players involved in the action. The aim is to help the students understand the game by following these basic principles:

- Confidence with the ball – one touch accuracy.
- Ability to pass accurately.
- Awareness of responsibilities in particular areas of the field.
- Realisation that it is a TEAM game and therefore players have responsibilities to the other players.

At all levels it is essential that students are encouraged to take part in activities which promote decision making. Naturally, a player must learn through repetitive practice to acquire fundamental skills in the recurrent situations within a game e.g. Corner taking, throws in, defending set pieces. However, time should always be spent in educating a player in a range of options available in open play or when running into space awaiting a pass. It is this investment which will create thinking players who can express themselves on the field.

### **Grades 1-2 (U7&8)**

It is important to introduce the laws of the game to enable the students to learn how to act safely and accurately.

- Passing techniques – side footed
- Controlling techniques – inside of foot
- Shooting techniques – front of foot (boot laces)
- Goal keeping techniques – body position, use of both hands, eyes on the ball, catching, throwing and kicking.
- Basic game rules – no hand balls and no fouling
- Principles of fair play

### **Grades 3-4 (U8&9)**

The following should be discussed during the first few sessions in Grade 3. Basics taught in Grade 1 and 2 should be revisited before launching into techniques and skills documented below.

- Throw in technique.
- Set Plays: Kick offs, free kicks, corner kicks and penalties.
- Fouls: Hand ball, tripping or kicking, jumping or charging and strikes or holds.
- Ensure that the pupils are aware of defence, midfield and attack.

### **Skills Requirements**

1. *Ball control:* Using feet, head and thigh.
2. *Passing:* Requiring accuracy, pace of pass, pass to feet and pass to space.
3. *Dribbling:* Requiring ball to be under control, drag backs and change of direction.
4. *Tackling:* Marking goal side and block tackle.

5. *Heading:* Use of forehead with eyes on the ball and use of neck muscles.
6. *Shooting:* Drive shots, use instep and encourage power not long run ups!
7. *Goal Keeping:* Catching principles, spread fingers, hands slightly behind the ball.

### Team Extension Activities

The Games groups will follow the entire programme but will receive additional coaching relating to match situations with regard to kick offs, free kicks (attack and defence), corner kicks, throwing in and penalties. Specialist roles and positional responsibilities will be illustrated. To create tactical continuity all team coaches should adhere to the following principles:

The defence should:

- Protect danger areas (goal areas), move ball safely from the danger area, defend by being goal side of the opponent and ensure that the last defender must never be caught in possession.

Defenders must be able to:

- Tackle, jockey, head defensively away from danger areas and cover space.

The attack should:

- Move players into wide positions. Provide spearhead or penetration into opponent's danger area, support player with ball and to move into space using diagonal runs and overlaps.

Use team formations that suit the players in the team. As a general rule we are looking to produce players with the following abilities:

- Confidence with the ball – one touch accuracy.
- Ability to pass accurately.
- Awareness of responsibilities in particular areas of the field.
- Realisation that it is a TEAM game and therefore players have responsibilities to the other players.

### Principles of Attack

- Support players with the ball.
- Attack with width.
- Attack from deep.
- Use diagonal runs to outwit defenders.
- Use space behind defences.

### Principles of Defence

- Marking goal side of the opponent.
- Delaying attackers by jockeying.
- Cover any attacking runs.
- Man to man as well as a zoned defence.

### Evaluation

Using grids

- Dribble ball round grid – timed.
- Keep ball in air – allow one bounce between touches.
- Pass across grid to hit target. How many times from 10 passes.
- Dribble in and out of three cones across grid and return to start.
- Dribble to outer cone and come back to centre, working around grid.

### Grades 5-6 (U10&11)

#### Skills Requirements

In addition to those already introduced skills should include:

1. *Ball control:* Using chest and instep. Discuss the principles of cushioning. Develop judgement of the flight of the ball
2. *Passing:* Timing of the pass as well as the 'give and go' or 'one, two'.

3. *Dribbling*: Develop change of direction by the feint, pretend and transfer of weight. (Dropping the shoulder)
4. *Tackling*: Block and side tackles. Win the ball and look up. Not to panic and retain possession.
5. *Heading*: Understand difference between defensive and attacking headers.
6. *Shooting*: Encourage power but develop consistency, control and accuracy.
7. *Goal Keeping*: Handling skills, diving to save shots, goal kicks, positioning and judgement of the flight of the ball.

### **Team Extension Activities**

The team groups will follow the above programme but will receive additional coaching as relevant situations relating to team formation, free kick strategies. Further special skills may be developed, including chipping, volleying and passing for distance.

### **Grades 7-9 (U12-14)**

#### **Skills Requirements**

In addition to those already introduced skills should include:

1. *Ball control*: The aim must be to encourage pupils to be confident with the ball. 'Good 1<sup>st</sup> touch' may be considered as a basic aim.
2. *Passing*: Timing the pass and ensuring accuracy and constant pace. Judgement of flight must always be an underlying theme.
3. *Dribbling*: When to dribble and when to pass. Do not get caught with the ball in defensive situations.
4. *Tackling*: Develop sound positional sense and knowledge of when to tackle and when to jockey.
5. *Heading*: Be confident and attack the ball. Know when to head away from your goal.



### **NETBALL – (GIRLS)**

## Main Aims and Objectives:

- To develop an appreciation of the different positions and roles in a netball team.
- To develop each individual so that they feel confident to perform to the best of their ability.
- To play, enjoy and understand the game of netball.
- To improve the skills of sending and receiving the ball in netball.
- To develop team work..
- To understand the role of captain and the leadership involved.
- To develop attitudes of fair play, honesty, co-operation and competition.

## Policy Statement

The fundamental guideline for coaching netball at Sakeji School is to encourage a flowing game with all players involved in the action. The aim is to help the students understand the game by following these basic principles:

- Confidence with the ball – catching and passing quickly and effectively.
- Ability to pass accurately.
- Awareness of responsibilities in particular areas of the court.
- Realisation that it is a TEAM game and therefore players have responsibilities to the other players.

At all levels it is essential that students are encouraged to take part in activities which promote decision making. Naturally, a player must learn through repetitive practice to acquire fundamental skills in the recurrent situations within a game e.g. Centre passes taking, throws in, defending set pieces. However, time should always be spent in educating a player in a range of options available in open play or when running into space awaiting a pass. It is this investment which will create thinking players who can express themselves on the court.

## Grades 1-2 (U7&8)

### Aims

- To develop pupils understanding and play small sided games of netball in the form of High Five netball
- To learn the skills of sending and receiving a netball
- To be introduced to the attitudes of fair play, honesty, co-operation and competition
- To develop team work skills
- To represent their house in a High Five netball match

It is important to introduce the laws of the game to enable the students to learn how to act safely and accurately.

### Learning Objectives

[ Pupils will begin to demonstrate

#### 1. Knowledge:

The ability to work with others in co-operative and competitive tasks  
An understanding of the areas on a netball court  
An understanding of the boundaries for each player in High Five netball  
How a game starts?  
How to win a game of netball?  
The role of each player in a game of High Five netball including the time keeper and scorer

#### 2. Key Skills:

Chest pass within 4 seconds  
Shoulder pass within 4 seconds  
Bounce pass within 4 seconds  
Footwork  
Shooting at a 9ft goal within 4 seconds  
Rules: Free pass, obstruction, contact, out of court, penalty pass or shot, throw in

#### 3. Evaluation:

Merits are given by members of staff in relation to the effort each pupil has made throughout the term  
Is the pupil able to send and receive a ball effectively?  
Is the pupil able to co-operate with others in a team situation?  
Is the pupil able to understand the positions in a game of High Five netball?

### Grades 3-4 (U8&9)

#### Aims

- [ To develop pupils understanding and play 7 sided game of netball
- [ To learn the skills of sending and receiving a netball
- [ To be introduced to the attitudes of fair play, honesty, co-operation and competition
- [ To develop team work skills
- [ To represent their house in a High Five netball match

#### Learning Objectives

- [ Pupils will demonstrate

##### 1. *Knowledge:*

- The ability to work with others in co-operative and competitive tasks
- An understanding of the areas on a netball court
- An understanding of the boundaries for each player in a 7 a side netball team
- How a game starts?
- How to win a game of netball?
- The role of each player in a 7 a side game of netball, specifically focusing on the roles of defence and attack.
- The rules associated with a 7 a side game of netball.

##### 2. *Key Skills:*

- Chest pass within 3 seconds
- Shoulder pass within 3 seconds
- Bounce pass within 3 seconds
- Footwork
- Marking a player
- Defending and Attacking
- Shooting at a 9ft goal within 3 seconds
- Rules: Free pass, obstruction, contact, out of court, penalty pass or shot, throw in

##### 3. *Evaluation:* (The same for Grades 3-9)

- Merits are given by members of staff in relation to the effort each pupil has made throughout the term
- Is the pupil able to send and receive a ball effectively?
- Is the pupil able to co-operate with others in a team situation?
- Is the pupil able to understand the positions in a game of 7 a-side netball?
- Has the pupil represented the school in at least one competitive match?

### Grades 5-6 (U10&11)

#### Aims

- [ To develop pupils understanding and play 7 a side netball
- [ To improve the skills of sending and receiving a netball
- [ To develop the attitudes of fair play, honesty, co-operation and competition
- [ To develop team work skills
- [ To represent their house in a 7 a side netball match
- [ To understand the role of a captain

#### Learning Objectives

- [ Pupils will demonstrate

##### 1. *Knowledge:*

- The ability to work with others in co-operative and competitive tasks
- An understanding of the positions on a netball court
- An understanding of the boundaries for each player in 7 a side netball
- How a game starts
- How to win a game of netball?
- The role of defence and attack?
- The rules associated with 7 a-side netball
- An initial understanding of tactical set pieces within attack and defence
- The role of each player in a game of netball.
- The role of a captain

##### 2. *Key Skills:*

- Chest pass within 3 seconds

Shoulder pass within 3 seconds  
Bounce pass within 3 seconds  
Improved Footwork  
Improved shooting at a 10ft goal within 3 seconds  
Defending and attacking  
Dodging

Rules: Free pass, obstruction, contact, out of court, penalty pass or shot, throw in

#### Grade 6 only

Moving forward to receive the ball  
3ft rule  
Changing direction  
Spacing on a court  
Marking a player effectively  
Varied centre passes

#### **Grades 7-9 (U12-14)**

##### Aims

- [ To develop pupils understanding and play 7 a side netball
- [ To improve the skills of sending and receiving a netball
- [ To develop the attitudes of fair play, honesty, co-operation and competition
- [ To develop team work skills
- [ To represent their house in a 7 a side netball match
- [ To understand the role of a captain

##### Learning Objectives

- [ Pupils will demonstrate

##### 1. *Knowledge:*

The ability to work with others in co-operative and competitive tasks  
An understanding of the positions on a netball court  
An understanding of the boundaries for each player in 7 a side netball  
How a game starts?  
How to win a game of netball?  
The role of defence and attack  
The rules associated with 7 a-side netball  
An initial understanding of tactical set pieces within attack and defence  
The role of each player in a game of netball.  
The role of a captain

##### 2. *Key Skills:*

Chest pass within 3 seconds  
Shoulder pass within 3 seconds  
Bounce pass within 3 seconds  
Improved Footwork and control  
Improved shooting at a 10ft goal within 3 seconds  
Defending and attacking  
Dodging  
Moving forward to receive the ball  
3ft rule  
Changing direction  
Spacing on a court  
Marking a player effectively  
Varied centre passes  
Reaction to a pass and timing their run  
Interceptions  
Holding space  
Rules: Free pass, obstruction, contact, out of court, penalty pass or shot, throw in

#### **VOLLEYBALL**

## Main Aims and Objectives:

- To develop an appreciation of the different positions and roles in a volleyball team.
- To develop each individual so that they feel confident to perform to the best of their ability.
- To play, enjoy and understand the game of volleyball.
- To improve the skills of attacking and defending.
- To develop team work.
- To understand the role of captain and the leadership involved.
- To develop attitudes of fair play, honesty, co-operation and competition.

## Policy Statement

The fundamental guideline for coaching volleyball at Sakeji School is to encourage a flowing game with all players involved in the action. The aim is to help the students understand the game by following these basic principles:

- Confidence with the ball – serving, forearm pass (dig), volley (set), smash (spike).
- Ability to volley (pass) accurately.
- Awareness of responsibilities in particular areas of the court.
- Realisation that it is a TEAM game and therefore players have responsibilities to the other players.

At all levels it is essential that students are encouraged to take part in activities which promote decision making. Naturally, a player must learn through repetitive practice to acquire fundamental skills in the recurrent situations within a game e.g. Serving, defending and attacking. However, time should always be spent in educating a player in a range of options available in open play when moving into an attacking or defensive position. It is this investment which will create thinking players who can express themselves on the court.

### Grades 1&2

Volley tennis – the students will engage in various games with a line or net as their attack line. They will be taught the basic idea of volleyball - The object of the game is to force the ball down onto to the floor of the opponents' court, or to put them under so much pressure that they are unable to return the ball. The students will be given a number of different size balls of differing in weight and texture.

Some of the rules that the practices and mini games will be governed by are:-

1. The ball is allowed to bounce as many times as necessary in order for the game to progress
2. The players are allowed to touch the ball consecutively and the team are permitted to play the ball as many times as is required to return the ball
3. The ball can never be called out unless it is impossible to reach (down to discretion of coach/teacher)

### Grades 3&4

Volley tennis – the students will engage in various games with a line or net as their attack line. . The basic idea of volleyball will be reinforced - The object of the game is to force the ball down onto to the floor of the opponents' court, or to put them under so much pressure that they are unable to return the ball. The students will be given a number of different size balls of differing in weight and texture.

Some of the rules that the practices and mini games will be governed by are:-

1. The ball is allowed to bounce only three times on each side of the court before the ball is returned
2. The players are allowed to touch the ball consecutively but the team is only permitted to play the ball six times before the ball is returned
3. The ball can never be called out unless it is impossible to reach (down to discretion of coach/teacher)

They will be introduced to a few more rules for example the students will only be allowed to let the ball bounce three times (in total) on their side of the net and will only have a maximum of six touches to return the ball to their opponents.

They will be introduced to the main volleying techniques.

- Forearm pass (dig or bump)
- Volley (set)
- Serve (two handed underarm throw)

### Grades 5&6

Volley tennis with regulation size and weight ball.

Volley tennis – the students will engage in various games with a line or net as their attack line. . The basic idea of volleyball will again be reinforced - The object of the game is to force the ball down onto to the floor of the opponents' court, or to put them under so much pressure that they are unable to return the ball.

The following are the rules the students are encouraged to abide by:-



1. Players are not allowed to touch the net or interfere with opponents on the other side of the net. i.e players are not allowed to play the ball which is in the opponents' half – the net being the line of demarcation.
2. Players must only allow the ball to bounce once in their.
3. During a rally a player is permitted to touch the ball consecutively but may not be involved any further in the play until the ball has been returned by their opponents.
4. The ball is only allowed to be played a maximum of 5 times before being volleyed towards the opponents.
5. Player rotation after each handover

The following skills will be consolidated:-

- Forearm pass (dig or bump)
- Volley (set)
- Underarm Serve (a one handed underarm hit with clenched fist)
- Overhead hit (open hand hit over the net)
- Introduction to blocking

### **Grades 7&8 (9)**

The students will be encouraged to play a full adult game of Volleyball.

The following are the rules will be consolidated with the students who are encouraged to abide by:-

1. Players are not allowed to touch the net or interfere with opponents on the other side of the net. i.e players are not allowed to play the ball which is in the opponents' half – the net being the line of demarcation.
2. Players must not allow the ball to bounce in their half.
3. During a rally a player is not permitted to touch the ball consecutively but may play the ball again after another player has played it.
4. The ball is only allowed to be played a maximum of 3 times before being volleyed towards the opponents.
5. Player rotation after each handover

The following skills will be consolidated:-

- Forearm pass (dig or bump)
- Volley (set)
- Overhead Serve (hit with an open hand above the head – similar to a serve in tennis))
- Overhead hit (open hand hit over the net)
- Introduction to blocking
- Smashing
- Patterns of defence – blocking front, mid and back court
- Patterns of attack – setting up a smash, dummy hitters, hitting from back court
- Switching positions after serve to bring good hitters or defensive player into key positions

## **BASKETBALL**

**Main Aims and Objectives:**

- To develop an appreciation of the different positions and roles in a basketball team.
- To develop each individual so that they feel confident to perform to the best of their ability.
- To play, enjoy and understand the game of basketball.
- To improve the skills of attacking and defending.
- To develop team work.
- To understand the role of captain and the leadership involved.
- To develop attitudes of fair play, honesty, co-operation and competition.

### **Policy Statement**

The fundamental guideline for coaching basketball at Sakeji School is to encourage a flowing game with all players involved in the action. The aim is to help the students understand the game by following these basic principles:

- Confidence with the ball – dribbling, shooting and passing
- Ability to pass and shoot accurately.
- Awareness of responsibilities in particular areas of the court.
- Realisation that it is a TEAM game and therefore players have responsibilities to the other players.

At all levels it is essential that students are encouraged to take part in activities which promote decision making. Naturally, a player must learn through repetitive practice to acquire fundamental skills in the recurrent situations within a game e.g. defending (zone or man for man) and attacking (dribbling, passing and shooting). However, time should always be spent in educating a player in a range of options available in open play when moving into an attacking or defensive position. It is this investment which will create thinking players who can express themselves on the court.

### **Grades 1&2**

Mini basketball 2v2 – the students will engage in various small sided games. They will be taught the basic idea of basketball - The object of the game is to score more points than the opposing team by shooting the ball into the oppositions' basket. At the start of each block on basketball various ball familiarisation exercises will be undertaken so the students get a feel for the behaviour of the ball.

Some of the rules that the practices and mini games will be governed by are:-

1. The ball must only be passed (No dribbling allowed)
2. The players are not allowed to make contact with any other player
3. The ball cannot be stolen from an opponent unless they drop or lose control of it.

A further way the basic skills of basketball will be taught is in the form of skills circuit which will include lots of passing, target throwing and bouncing exercises as well as agility running courses, jumping and catching skill stations.

### **Grades 3&4**

Mini basketball 3v3 – the students will engage in various small sided games. The basic idea of basketball will be reinforced - The object of the game is to score more points than the opposing team by shooting the ball into the oppositions' basket. At the start of each block on basketball various ball familiarisation exercises will be undertaken so the students get a feel for the behaviour of the ball.

Some of the rules that the practices and mini games will be governed by are:-

1. The ball can only be dribbled once in any one attack, once the dribble has been used the players can only pass. Once a shot has been attempted then the team in possession can use their dribble – where appropriate!
2. The players are not allowed to make contact with any other player
3. The ball cannot be stolen from an opponent unless they drop or lose control of it.

A further way the basic skills of basketball will be taught is in the form of skills circuit which will include lots of passing, target throwing and bouncing exercises as well as agility running courses, jumping and catching skill stations.

The students will be introduced to the following skills:-

- Chest pass
- Bounce pass
- Jump Shot (BEEF – Balance, Elbow, Eye and Follow through.)
- Dribbling – right and left hand
- Zone defence
- Basics of pivoting

### **Grades 5&6**

Mini basketball 4v4 – the students will engage in various small sided games. The basic idea of basketball will again be reinforced reiterating the most efficient way of moving the ball up the court is by passing not aimlessly dribbling round and round - At the start of each block on basketball

various ball familiarisation exercises will be undertaken so the students get a feel for the behaviour of the ball and sharpen the much needed hand eye coordination skills to be a proficient basketball player. The students should now be able to show 'soft hands (fingers)', use both hands when dribbling and passing and show an awareness of other team mates on the court.

Some of the rules that the practices and mini games will be governed by are:-

1. The ball can be dribbled twice in any one attack, once both dribbles have been used the players can only pass. Once a shot has been attempted then the team in possession can use another two dribbles – where appropriate!
2. The players are not allowed to make contact with any other player
3. The ball cannot be stolen from an opponent unless they drop or lose control of it.
4. The ball can be intercepted because of a weak and/or wayward pass

A further way the basic skills of basketball will be taught is in the form of skills circuit which will include lots of passing, target throwing and bouncing exercises as well as agility running courses, jumping and catching skill stations.

The following skills will be consolidated:-

#### *Attacking*

- Chest pass
- Bounce pass
- Overhead pass
- Dribbling – left and right hand
- Jump Shot (BEEF – Balance, Elbow, Eye and Follow through.)
- Lay up shot
- Developing the use of the pivot

#### *Defending*

- Zone defence
- Man for man defence
- Body position between attacker and basket
- Body and arms position when defending

#### **Grades 7&8 (9)**

Basketball 5v5 – the students will engage in the adult form of the game. The basic idea of basketball will again be reinforced reiterating the most efficient way of moving the ball up the court is by passing not aimlessly dribbling round and round - At the start of each block on basketball various ball familiarisation exercises will be undertaken so the students get a feel for the behaviour of the ball and sharpen the much needed hand eye coordination skills to be a proficient basketball player. The students should now be able to show 'soft hands (fingers)', the use of both hands when dribbling and passing and awareness of other team mates on the court by moving around the court while in possession with their head up. Their dribbling should be more direct and purposeful. Their passing should be accurate and progressive. The movement into space should be varied and frequent.

Some of the rules that the practices and games will be governed by are:-

1. The ball can be dribbled as many times as is needed in order to make a successful attack. (Shot clock set at 30 secs c.a.)
2. The players are not allowed to make contact with any other player
3. The ball can be stolen from an opponent legally

A further way the basic skills of basketball will be taught is in the form of skills circuit which will include lots of passing, target throwing and bouncing exercises as well as agility running courses, jumping and catching skill stations.

#### *Attacking*

- Chest pass
- Bounce pass
- Overhead pass
- Dribbling – left and right hand
- Jump Shot (BEEF – Balance, Elbow, Eye and Follow through.)
- Lay up shot
- Pivoting
- Screening

#### *Defending*

- Zone defence
- Man for man defence
- Body position between attacker and basket
- Body and arms position when defending

## **T<sub>2</sub>**

### **CRICKET – (BOYS)**

All boys are taught cricket as the main summer games activity. The school organises fixtures for students at all levels from U 8 to U 13 age groups. There are also house match competitions at all levels. Cricket practices are run in usual games times. The basic skills can be covered during skills sessions in normal PE lessons. The priority is to ensure that all students are introduced to the basic skills of the game. It is vital that the students are taught batting, bowling and fielding in pairs or small groups to maximise personal involvement and ensure a high activity rate. Middle coaching is also necessary to allow pupils to practice their skills in a competitive game situation. Team skills can receive special focus (Running between the wickets, batsmen backing up, calling runs, fielders covering overthrows etc.) Coaching in the nets (future need) has value but only if carefully planned with specific aims in mind. Batsmen will not benefit greatly if they have to face a mixed sequence of deliveries from bowlers of differing styles. Likewise, if the bowlers have to wait for long periods between deliveries, he will not achieve the necessary rhythm needed to perform consistently.

### Aims

1. To promote an understanding of the game and how it is to be played
2. To encourage students of all abilities to gain success with mastering the basic striking, throwing, bowling and catching skills.
3. To make players aware of the traditions and etiquette involved in the game of cricket.
4. To make players aware of the laws of the game.

### Framework for a lesson

- Warm up activity.
- Introduction or development of individual skills within the full group.
- Application of skill in smaller group games.
- Possible split into specific teams for structured practice. (Teacher availability dependent)

### Teaching skills

- *Safety* ~ Ensure a safe environment to learn and play.
- *Observation* ~ Deciding which skill needs most practice.
- *Repetition* ~ Expecting the students to repeat skill practices often and also to set new and varied goals or activities.
- *Demonstration* ~ Show the correct technique and highlight the key coaching points.

### Individual skills to be taught:-

- Fielding
- Bowling
- Batting
- Game Application

### Grade 1 and 2

The basics of cricket skills will be taught in the aspects stated above. These skills will be covered in PE lessons during Term 1

### Scheme for Grade 3 (U8)

At this level wind balls and tennis balls are used. They use an "incrediball" for matches. The U8 matches are an adapted form of "Pairs Cricket". This permits a guaranteed numbers of overs at the wicket for each pair of batsmen and runs are subtracted for every dismissal. In all situations students are encouraged to play positively without fear of losing their wicket immediately.

Coaching involves a mix of skills work in pairs or small groups and high impact games. Sessions should be taken on areas where reliability of bounce can be maximised. Striking the ball into set areas and bowling to targets heightens competitiveness and *accentuates the positives* without highlighting the negative. Building confidence is the key to development at this stage.

1. *Batting* ~ Basic Grip, stance and back lift. (without these fundamentals it will be impossible to play correctly) Hitting off a batting tee or drop downs. Basic foot movements for both front-foot and back-foot shots. Striking the ball and concentration should also be encouraged.
2. *Bowling* ~ Use of underarm bowling for accuracy. Introduce the coil position and progress onto full bowling action.
3. *Fielding* ~ Catching lobbed and flat catches. Intercepting static and moving ball and defensive fielding techniques i.e. longbarrier and retrieving and throwing the ball.

4. *Game Awareness* ~ Running bat in through the crease games, stretch turns when turning between the wickets. Fielders moving in with the bowler as well as maintaining positioning in the field can be encouraged. Non stop cricket, pairs cricket and target cricket can all be used to develop all skill learnt in other areas.

#### **Grade 4 - 6**

Leather balls are used for these teams in matches and in training. (Although the equipment is expensive it is essential they have experience of it.) The pitch lengths vary between these two ages from 18 yards, 19 yards to 20 yards. Students wear protective clothes although many practice session will still involve wind ball or tennis balls. The training sessions should be progressive from the Grade previous and a certain amount of overlap and revision must happen at the beginning of each Grade. All boys will work on stroke performance and basic bowling skills in small groups and pairs. This may happen in the nets, hard surfaces, square or outfield with 'buddy coaching' via throw-downs and target bowling. Fielding skills can often be practiced in relays or repetitive drills as a warm up. Each session should end with a competitive game/task reinforcing the tasks taught previously. Team players may work a little more in the middle to develop team work skills previously outlined. (Running between the wickets, batsmen backing up, calling runs, fielders covering overthrows etc.)

1. *Batting* ~ Grip, stance and back lift. Driving the ball off the front and back feet. Defensive strokes off the front and back feet. Playing the full toss. Looking for gaps in the field and running hard between the wickets.
2. *Bowling* ~ Building a repetitive, smooth action. Appropriate seam positioning and grip for spin and swing bowling. Focus on good line and length.
3. *Fielding* ~ Intercepting different speeds of ball movement. (One and two handed intercepts). Retrieving and throwing the ball from distance. Hand positioning of hands for high and low catches.
4. *Wicket Keeping* ~ Crouch stance, taking the ball standing up and back.
5. *Game Awareness* ~ Running between the wickets, run judgment, backing up the strikers and non-strikers end and field positioning can all be taught during small sided high turn over games.

#### **Grade 7 - 8 (U12&13)**

All students play conventional cricket with a 21 yard pitch. The students receive three games sessions. For the lower ability players the session should start with an active warm up such as fielding relays or cricket based skills. A fielding, batting or bowling skill is then introduced in small groups or pairs. As with the previous Grades the skills need to be revised and practised in the nets, on hard surfaces, on the outfield or on the square. The group can then be divided into mini-games of six to eight players with 'kwik' cricket rules. This allows a constant rotation and a high level of involvement. You could also play Non-Stop cricket to emphasis all coached skills.

The team players will work to a more flexible plan with coaching in the nets, the upper tennis court and regular middle sessions. Often the sessions will start with cricket related fitness work with fielding drills. Then one team will act as a fielding side whilst another bat in a succession of pairs, arriving from an alternative bowling or batting session. Inevitably the coach will adapt his programme in response to weaknesses exposed in school matches.

1. *Batting* ~ Grip, stance and back lift. Revise previously coached shots. Emphasis attacking shots and defensive technique. Work on shot selection and introduce awareness keeping the score board moving. Singles and twos are a hugely important part of the game.
2. *Bowling* ~ Refine basic action and improving head positioning, high front arm in coil, fluent run up, good follow through and completion. Revise grip and action for swing and spin bowling.
3. *Fielding* ~ Revision of previously coached skills must start the Grade to highlight areas of concern. Interception, gathering, retrieving, throwing at targets, long distance throwing, throwing on the turn, slip catching and high and flat catches.
4. *Wicket Keeping* ~ Crouch stance, foot work (moving within the arc) taking the ball standing up and back.
5. *Game Awareness* ~ Running between the wickets, shot selection, use of feet to spin bowlers, run judgment backing up the strikers and non-strikers end and field positioning can all be taught during small sided high turn over games.

#### **ROUNDERS – (GIRLS)**

##### **Main Aims and Objectives:**

- To gain understanding of the game of rounders.
- To improve the skills and understanding required when playing rounders.
- To develop team work.
- To develop each individual so that they feel confident to perform to the best of their ability.
- To play and enjoy the game of rounders.
- To develop attitudes of fair play, honesty, co-operation and competition.

## Grades 1&2

### Aims

- [ To introduce pupils to the game of rounders
- [ Introduce the skills of hitting the ball using a rounders bat and fielding a ball
- [ To play as a team to field the ball
- [ To represent the school in at least one match

### Learning Objectives

Pupils will be expected to demonstrate

#### 1. Knowledge

- An understanding of the positions within a rounders game
- An understanding of the rules of rounders
- An understanding of how to field as a team
- The importance of the bowler

#### 2. Key Skills

- Hitting the ball with a rounders bat
- Catching the ball correctly
- Bowling a rounders ball
- Throwing a ball over arm
- Throwing a ball under arm
- Fielding as part of a team
- Learning to bowl

#### 3. Evaluate

- The best place to stand when fielding a ball
- Where to place the ball when bowling
- The role of backstop and bowler
- Has each pupil represented their house in a match?

## Grades 3&4

### Aims

- [ To develop pupils understanding of the game of rounders
- [ Develop the skills of hitting the ball using a rounders bat and fielding a ball
- [ To play as a team to field the ball
- [ To represent the school in at least one match

### Learning Objectives

Pupils will be expected to demonstrate

#### 1. Knowledge

- An understanding of the positions within a rounders game
- An understanding of the rules of rounders
- An understanding of how to field as a team
- The importance of the bowler
- An understanding of the safety aspects involved in rounders

#### 2. Key Skills

- Hitting the ball with a rounders bat
- Catching the ball correctly
- Bowling a rounders ball
- Throwing a ball over arm
- Throwing a ball under arm
- Fielding as part of a team
- Learning to bowl

Throwing to a post accurately

3. *Evaluate*

The best place to stand when fielding a ball

Where to place the ball when bowling

The role of backstop and bowler

Has each pupil represented the house in a match

Using the most efficient throw for maximum effect?

**Grades 5&6**

Aims

- [ To improve pupils understanding of the game of rounders
- [ Improve the skills of hitting the ball using a rounders bat and fielding a ball
- [ To play as a team to field the ball
- [ To represent the school in at least one match
- [ To introduce leadership skills

Learning Objectives

Pupils will be expected to demonstrate

1. *Knowledge*

An understanding of the positions within a rounders game

An understanding of the rules of rounders

An understanding of how to field as a team

The importance of the bowler

An understanding of the safety aspects involved in rounders

The ability to work co-operatively and competitively as part of a team

2. *Key Skills*

Hitting the ball with a rounders bat

Catching the ball correctly while stationary and on the move

Bowling a rounders ball accurately and with good distance

Throwing a ball over arm

Throwing a ball under arm

Fielding as part of a team

Throwing to a post accurately

3. *Evaluate*

The best place to stand when fielding a ball

Where to place the ball when bowling

The role of backstop and bowler

Has each pupil represented the house in a match?

Using the most efficient throw for maximum effect

**Grades 7-9**

Aims

- [ To improve pupils understanding of the game of rounders
- [ Improve the skills of hitting the ball using a rounders bat and fielding a ball
- [ To play as a team to field the ball
- [ To represent the school in at least one match
- [ To develop leadership skills

Learning Objectives

Pupils will be expected to demonstrate

1. *Knowledge*

An understanding of the positions within a rounders game

An understanding of the rules of rounders

An understanding of how to field as a team

The importance of the bowler

An understanding of the safety aspects involved in rounders

The ability to work co-operatively and competitively as part of a team

2. *Key Skills*





Hitting the ball with a rounders bat with intention of direction  
Catching the ball correctly while stationary and on the move  
Collecting the ball from the ground and throwing to a player  
Bowling a rounders ball accurately and with good distance  
Throwing a ball over arm  
Throwing a ball under arm  
Fielding as part of a team  
Throwing to a post accurately  
Playing off the posts when in the field  
Use tactics effectively

3. *Evaluate*

The best place to stand when fielding a ball  
Where to place the ball when bowling  
The role of backstop and bowler  
Has each pupil represented their house in a match?  
Using the most efficient throw for maximum effect



## **ORIENTEERING**

Aims of Unit for all grades

- [ To develop the pupils understanding of orientation

- [ Improve their skills of navigation using pictures, word description, pacing, maps and compasses
- [ To develop their communication skills
- [ To develop their team work skills
- [ To introduce and develop leadership skills

### **Grades 1&2**

*Picture orienteering* – Locating familiar buildings and/or their features using pictures or drawings. This can be developed by including 'handrails' like trees, ditches, hills, rocks etc. The detail given in the pictures i.e. the detail shown can be used to increase or decrease difficulty

*String orienteering* - Controls are placed along a string which leads the child to each of the controls. Level of difficulty may be varied.

### **Grades 3&4**

*Star orienteering* - Participants must return to start between each control. Controls can be a collection of numbers which eventually spell a word or further instruction i.e. to point to some 'treasure'.

*Line orienteering* - Maps are marked with a line indicating the exact route to be followed. Participants mark their map where they find each control. Excellent training event for improving map reading skills.

*Project orienteering* - At each control the participant attempts to complete some type of activity. The activity may be used to teach a new concept or used to test a skill.

### **Grades 5&6**

*Cross Country orienteering* - A course of controls to be taken in a specific order as is laid out. Lengths vary from a few kilometres for beginners to ten or more kilometers for the more advanced. The classic form of orienteering

*Project Orienteering* – as above

*Score Orienteering* - Participants try to find as many controls as possible in a given amount of time. Controls usually have different point values depending upon distance from the start and the difficulty of navigation required to find them.

*Relay Orienteering* - Each team member does a short course and tags the next team member. A mass start is usually used.

### **Grades 7&8**

*Cross Country* – as above

*Rogaine orienteering* - ("Rugged Outdoor Group Activity Involving Navigation and Endurance") - Teams try to locate as many controls as possible in a 4, 12 or 24 hour period. Similar to a score event.

*Bike orienteering* - Participants travel to each control using a mountain (or something similar) bike. The type of orienteering can be Cross country/Rogaine/Project/Score or even Relay.

### **Grade 9**

*Night orienteering* - Variation of point-to-point or score orienteering conducted at night. Controls are marked with reflective tape and participants use head lamps or flashlights.

*Canoe/kayak orienteering* - Event is done on a river or lake within a canoe/kayak. Control points can be set out at various points along a river. It may mean at certain points the 'river rider' has to vacate their craft and locate a control point away from the river.

## **SOFTBALL/BASEBALL**

The inclusion of Softball and baseball is an extension of the game of rounders which can be played by both girls and boys. The same sort of skills are appropriated and taught.

Mini games of softball/baseball or rounders for the younger grades would be appropriate. See the list of objectives within the PoS for Rounders. A full game of softball or Baseball will be played as and when the teacher/coach feels the students are ready and understand the basic workings of the games in order to participate safely and with success.

Aims of Unit are for the purpose of all the grades.

- [ To improve pupils understanding of the game of softball and baseball
- [ Improve the skills of hitting the ball using a softball and or baseball bat and fielding a ball
- [ To play as a team to field the ball using a glove/mitt
- [ To be able to pitch the ball accurately and with variety
- [ To represent their house in at least one match
- [ To develop leadership skills

Learning Objectives

Pupils will be expected to demonstrate

1. *Knowledge*

An understanding of the positions within a softball or baseball game  
An understanding of the rules of softball and baseball  
An understanding of how to field as a team  
The importance of the pitcher  
An understanding of the safety aspects involved in softball and baseball  
The ability to work co-operatively and competitively as part of a team

2. *Key Skills*

Hitting the ball with a softball and or a baseball bat with intention of direction  
Catching the ball correctly while stationary and on the move  
Collecting the ball from the ground and throwing to a player  
To be able to use a glove properly and to greatest effect  
Pitching a softball or baseball accurately and with good distance  
Throwing a ball over arm  
Throwing a ball under arm  
Fielding as part of a team  
Throwing to a base accurately  
Playing off the bases when in the field  
Use tactics effectively

3. *Evaluate*

The best place to stand when fielding a ball  
Where to place the ball when pitching  
The role of backstop and pitcher  
Has each pupil represented their house in a match?  
Using the most efficient throw for maximum effect

**Below are some guidelines that can be introduced through the grades.**

- Each team has a set number of innings
- Each team member has a go at batting/hitting
- Each batter has three strikes (attempts) to hit the ball
- The object of the game is to score points by moving round the bases and back to the home plate (4<sup>th</sup> base) without being called out on a base. (One complete circuit is 1 point)
- Each player must have a go at pitching the ball
- Each player will have a go at being a base fielder at each base and a catcher

**T<sub>3</sub>**

**RUGBY – (BOYS)**

## Aims

1. To make the individual feel confident with the ball in the hands when running and passing.
2. To help pupils acquire a tactical understanding of the game.
3. To develop competent handling, running and contact skills.
4. To encourage thoughtful decision making on the field (Game Sense).
5. To provide opportunities for the player to express individual talent within a team context.

## Policy Statement

The fundamental guideline for coaching rugby at Sakeji School is to encourage a running and passing game with all players involved in the action. The aim is to help the students understand the game by following these basic principles:

- To go forward with the ball whenever possible.
- To support each other in set piece and open play.
- To provide continuity from one passage of play to the next.
- To pressurize the opposition whilst attacking or defending.

At all levels it is essential that students are encouraged to take part in activities which promote decision making. Naturally, a player must learn through repetitive practice to acquire fundamental skills in the recurrent situations within a game e.g. set piece play and formation of rucks and mauls. However, time should always be spent in educating a player in a range of options available as a ball carrier in open play or when supporting a ball carrier. It is this investment which will create thinking players who can express their creativity on the field and 'play what they see in front of them'.

### Grades 1-2 (U8)

#### *Handling Skills:*

Ball familiarisation skills.  
Passing in close proximity exercises (New Zealand squares).  
Lateral passing in small grids and channels.  
Receiving skills (making a target)

#### *Evasion/running skills:*

Swerving round obstacle cones.  
Running with balls in two hands in 'busy' grids (New Zealand squares)

### Grades 3-5 (U9&10)

#### *Handling Skills:*

Ball familiarisation skills.  
Passing in close proximity exercises (New Zealand squares).  
Lateral passing in small grids and channels.  
Receiving skills (making a target)  
Picking up the ball from the ground at speed.

#### *Evasion/running skills:*

Swerving round obstacle cones.  
Running with balls in two hands in 'busy' grids (New Zealand squares)  
4 corner drills with dodging crossover runs.

#### *Contact skills: (Gr 4-5)*

Front/side tackle, tackle from behind.  
Progression - Kneeling, crouching and then standing with progressively greater speed from ball carrier. (Teaching Point - placement of the ball in tackle)

#### *Maul pass: (Gr 4-5)*

How to set the ball in contact with it available for support player?  
The receiving technique from support player when securing the ball e.g. opposite shoulders forming a 'V' formation.

#### *Scrummaging: (Gr 4/5)*

Flat/straight back. Good feet positioning in one-one scrum.  
Binding and body position in 3 man scrums.

#### *Game: Gr 3 (U8)*

All the training is geared towards tag rugby and as a result the main emphasis is on playing small sided versions of rugby.

**U9 -10 Extension activities**

The team groups will follow the entire programme above but will receive additional coaching on:

1. Continuity drill in groups of 4
  - Popping ball to support in tackling.
  - Stepping beyond tackled player to feed support runner.
  - 'Fixing' an opponent and passing to support.
2. Lateral passing as a back line in channels
3. Line out (U10 only)
  - Jumping technique
  - Catch and turn
  - Supporting the jumper
  - Throwing in

**Grades 6 (U11)**

1. Revise all running, handling, passing and contact skills as listed above as appropriate for skill level of the group.
2. Introduce the following:
  - Lateral passing as a back line.
  - Drawing and fixing an opponent in a 2 v 1 situation.
  - Ball retention roles for players at 3 or 4 man rucks and mauls.
  - Positional requirements in line outs and scrums.
  - The punt and drop kick.
3. Game application: mini-rugby is still appropriate for lower ability students. Team concepts are to concentrate on continuity in attack by linking plays with sound ball retention and to maintain a good defensive shape with width and depth.

Team groups will obviously add to these basic skills to develop still further. These will include:

1. Recognition of overlap practices i.e. 3 v 2 or 5 v 3 situations.
2. Continuity drill working on retaining possession in contact e.g. giving the pass in tackle, placing the ball after tackle, rip / pass from standing tackle and pop pass from standing tackle.
3. Extend work to include 5 forwards when forming rucks and mauls in defence.
4. Dispossessing techniques including lifting and turning an opponent and ripping the ball.
5. Unit skills for forwards:
  - Line out calls for jumpers and presentation technique. Blockers roles, sweepers for securing ball from jumper if required or for ball tapped on the ground.
  - Scrum positional requirements for props, second row and hookers. Timing the strike and general dip and drive.
6. Basic moves from restarts, line outs, scrums and penalties. Positioning in attack and defence for all restart situations and ruck and maul.

**Grades 7 and 8 (U12-13s)**

As the boys move up to Grade 7 & 8 they should have already gained experience in many key aspects of rugby. It is never too late to revise the basics and refine technique. The following should be covered for the major team players:

1. Recover and introduce all individual and unit skills as outlined in team syllabus above.
2. Redefine roles of players at enlarged eight man line out and scrum.
3. Introduce a selection of back row moves and coach how to counter back row moves by opposition to the sides of scrum.

4. Rehearse a number of set plays involving forwards and backs from a variety of restart opportunities and second phase possession. Focus on the position on the field.
5. Coach principles of counter attack when receiving poorly directed kicks from opposition.
6. Extend knowledge and range of ball retention techniques at breakdown point e.g. sink or post rucks – screen or drive maul.
7. Coaching midfield and defensive backline units on specific roles in cover defensive pattern.
8. Practice 'Keep ball alive' games to stimulate continuity as well as 'touch' to promote evasion skills.



## **HOCKEY – (GIRLS)**

### **Main Aims and Objectives:**

- To develop an appreciation of the different roles within a hockey team.
- To develop each individual so that they feel confident to perform to the best of their ability.
- To play, enjoy and understand the game of hockey.
- To improve the skills of sending, receiving, striking and travelling within hockey.
- To understand the concepts of decision making, playing as a team and leadership.
- To be able to respond to changing situations in the game.
- To develop attitudes of fair play, honesty, co-operation and competition.

## Grades 1&2

### Aims

- [ To learn and appreciate the different roles with a hockey team
- [ To play and understand small sided and simplified versions of hockey
- [ To play and understand 7 a side games of hockey
- [ Learn the skills of sending, receiving, striking and travelling within hockey
- [ To represent the school in a 7 a side hockey match

### Learning Objectives

- [ Pupils will demonstrate



#### *Knowledge:*

- An understanding of the positions in a 7 –a side hockey team
- An understanding of the equipment needed to play hockey safely and effectively
- An understanding of the rules in hockey including the self pass rule
- An understanding of the need to warm up properly for hockey

#### 2. *Key Skills:*

- Correct body position
- Pushing and hitting a hockey ball
- Stopping a hockey ball
- Receiving a hockey ball on the open stick
- Tackling members of the opposition safely
- Shooting at goal

#### 3. *Evaluate:*

- The most effective method for stopping and receiving a ball
- The importance of maintaining possession within a game
- Are the children able to tackle safely?
- Children should begin to evaluate their own and the performance of others.
- Has each child represented their house in at least one match?

## Grades 3&4

### Aims

- [ To develop and appreciate the different roles with a hockey team
- [ To play and understand 7 a side games of hockey
- [ Develop the skills of sending, receiving, striking and travelling within hockey
- [ To represent the school in a 7 a side hockey match

### Learning Objectives

- [ Pupils will demonstrate

#### 1. *Knowledge:*

- An understanding of the positions in a 7 –a side hockey team
- An understanding of the equipment needed to play hockey safely and effectively
- An understanding of the rules in hockey including the self pass rule
- An understanding of the need to warm up properly for hockey
- An understanding of why exercise is good for their fitness, health and well being

#### 2. *Key Skills:*

- Correct body position
- Pushing and hitting a hockey ball while stationary and on the move
- Stopping a hockey ball while stationary and on the move
- Receiving a hockey ball on the open stick while stationary and on the move
- Tackling members of the opposition safely



Shooting at goal  
Close control of the hockey ball while travelling

3. *Evaluate:*  
The most effective method for stopping and receiving a ball  
The importance of maintaining possession within a game  
Are the children able to tackle safely?  
Children should begin to evaluate their own and the performance of others.  
Has each child represented the school in at least one match?

### Grades 5&6

#### Aims

- [ To develop and appreciate the different roles with a hockey team
- [ To play and understand 7 a side games of hockey
- [ Develop the skills of sending, receiving, striking and travelling within hockey
- [ To understand the importance of a Goal keeper
- [ To represent the school in a 7 a side hockey match
- [ To understand the concept of leadership

#### Learning Objectives

- [ Pupils will demonstrate

1. *Knowledge:*

An awareness of the best position to be in to support a team mate  
An understanding of the positions and rules in a 7 –a side hockey team  
An understanding of the equipment needed to play hockey safely and effectively  
An understanding of the rules in hockey including the self pass rule  
An understanding of the need to warm up properly for hockey  
An understanding of why exercise is good for their fitness, health and well being  
The role of a goalkeeper  
The role of a captain

2. *Key Skills*

Correct body position  
Pushing and hitting a hockey ball while stationary and on the move  
Stopping a hockey ball while stationary and on the move  
Receiving a hockey ball on the open stick while stationary and on the move  
Tackling members of the opposition safely  
Shooting at goal  
Close control of the hockey ball while travelling  
Change of direction and speed while sending and receiving a ball  
Beginning to support team mates by being in the correct position  
Shooting at goal with and without a goal keeper  
Short and long corners

3. *Evaluate:*

The most effective method for stopping and receiving a ball  
The best place to pass a ball to  
The most effective method for stopping and receiving a ball  
The importance of maintaining possession within a game  
Are the children able to tackle safely?  
Children should begin to evaluate their own and the performance of others.  
Has each child represented the school in at least one match?

### Grades 7-9

#### Aims

- [ To develop and appreciate the different roles with a hockey team
- [ To play and understand 7 a side games of hockey
- [ Improve the skills of sending, receiving, striking and travelling within hockey
- [ To understand the importance of a Goal keeper
- [ To represent the school in a 7 a side hockey match
- [ To understand the concept of leadership

## Learning Objectives

[ Pupils will demonstrate

### 1. Knowledge:

- An awareness of the best position to be in to support a team mate
- An understanding of the positions and rules in a 7-a side hockey team
- An understanding of the equipment needed to play hockey safely and effectively
- An understanding of the rules in hockey including the self pass rule
- An understanding of the need to warm up properly for hockey
- An understanding of why exercise is good for their fitness, health and well being
- The role of a goalkeeper
- The role of a captain
- Develop tactical set pieces in defence and attack
- Short and long corners
- Penalty flicks
- Starting a game using the self pass
- To choose, combine and perform skills more fluently and effectively
- To understand, choose and apply a range of tactics and strategies in defence and attack

### 2. Key Skills

- Correct body position
- Pushing and hitting a hockey ball while stationary and on the move
- Stopping a hockey ball while stationary and on the move
- Receiving a hockey ball on the open stick while stationary and on the move
- Tackling members of the opposition safely
- Shooting at goal
- Close control of the hockey ball while travelling
- Change of direction and speed while sending and receiving a ball
- Beginning to support team mates by being in the correct position
- Shooting at goal with and without a goal keeper

### 3. Evaluate:

- The most effective method for stopping and receiving a ball
- The best place to pass a ball to
- The most effective method for stopping and receiving a ball
- The importance of maintaining possession within a game
- Are the children able to tackle safely?
- Children should begin to evaluate their own and the performance of others.
- Has each child represented the school in at least one match?

## OUTDOOR PURSUITS

*Wall climbing* - traversing

*Walking/Trekking* – clothes, footwear, food, team work, leading

*Canoeing/Kayaking* – basic control (moving in a straight line, turning, capsizing)

*Problem solving* – working as a group to solve a problem

*Camping/Bivouacking* – building a shelter, fire, coping with weather

## APPENDICES

### Appendix I – Students Kit List

*Boys Kit List*

○ **All Terms**

- Polo Shirt
- PE shorts
- PE socks
- Swimming costume
- Kit bag
- Trainers
- Towel

*Girls Kit List*

- Polo Shirt
- PE shorts/skirt
- PE socks
- Swimming costume
- Kit bag
- Trainers
- Towel



**Appendix II**– Games and PE Equipment List *Red text = new stock*

**American Football**

- American Football x12

- Sponge American footballs x2

- Athletics**
  - 1cm rope (30m+ c.a.) x 1
  - 30m measuring tape x1
  - 400g javelin x1
  - 5mm rope (30m+ c.a.) x1
  - 7mm rope (30m+ c.a.) x1
  - Discus 4" x1
  - Apollo Challenger Discus 0.60kg
  - Foam javelin x1
  - Lime x1
  - High jump poles x2
  - High Jump rope x1
  - Hurdles x2
  - Round stakes x12
  - Shot putt x1
  - Shot Putts x3 mini
  - Stakes with flags x8
  - Stakes x14
  - Sports day equipment x35
  - Measuring wheel x1
  - Sacks x13
- Baseball**
  - Baseball bats x12
  - Baseballs x10
  - Bases x4
  - New baseball gloves x10
  - Old baseball gloves x19
  - Sponge baseballs x34
- Basketball**
  - Basketballs x20
  - Portable basketball nets x2
  - Basketball nets x4(pairs)
- Badminton**
  - Badminton nets (new) x2 (1)
  - Badminton nets (old) x5
  - Badminton rackets x14
  - Feather birdies x23
  - Giant birdie x1
  - Plastic birdies x26
- Bowling**
  - Bowling balls x8
- Cricket**
  - Cricket gloves x2
  - Junior cricket bats x6
  - Plastic cricket balls x21
  - Senior cricket bats x6
  - Stitched cricket balls x6
  - Wind balls x38
  - Slazenger Inter Cricket Set
  - TOP Dance Resources
- Dance**
  - TOP Dance Resources
- Football**
  - Footballs x19
  - Plastic footballs x28
  - Pairs of cleats x3
  - Shin guards (pairs) x7
  - Small plastic footballs x18
- Golf**
  - Golf clubs x3
  - Golf balls x50+
- Gymnastics**
  - Exercise mats x10
  - Tumbling mats x3
- Health Related Fitness**
  - Abdominal Curl and Cond Test (CD)
  - AccuMeasure Skinfold Caliper
  - Multistage Fitness Test (CD)
- Hockey**
  - Weights x25 (1lb)
  - Polar RS100 Running Computer x1
  - Timex Chester Step Test (DVD)
- Hockey**
  - 32 inch field hockey sticks new x3
  - 34inch field hockey sticks new x9
  - Field hockey sticks old x26
  - Pucks x11
  - Hockey balls x5
  - Spare roller hockey blades x7
  - Unihoc sticks x20
- Junior Play**
  - Beanbags x39
  - Catchers x4
  - Fling it net x1
  - Frisbees x15
  - Hula-hoops x16
  - Quoits x37
  - Skipping ropes x109
  - Skittles x5
  - TOP Play Resource cards
- Netball**
  - Netball x1
  - Mitre Attack Netballs x4
- Outdoor Pursuits (inc Orienteering)**
  - Paddles x6
  - Canoes x2
  - Recta Starter Compass x2
  - Recta Roamer Compass x2
  - Silva Orienteering Coded Punches
  - TOP Outdoor Resources
- Paddle ball**
  - Paddleball bats x4
- Racquet ball**
  - Racquetball racket x1
- Rounders**
  - Rounder bats x5
- Rugby**
  - Rugby balls x4
  - Mitre Grid Rugby balls x10 (size 4)
- Squash**
  - Squash rackets x4
  - Squash balls x8
  - Wooden squash rackets x2
- Softball**
  - Softballs x38
- Storage**
  - Mitre Mesh 12 Ball bag x2
- Table Tennis**
  - Table tennis balls x150
  - Table tennis bats x18
- Tennis**
  - Junior tennis rackets x9
  - Senior tennis rackets x15
  - Mini tennis bats x8
  - Tennis balls x500+
  - Tennis net x1
  - Wooden tennis racket frames x6
  - Wooden tennis rackets x5
- Volleyball**
  - Plastic volleyballs x11
  - Volley balls (proper) x6
  - Volleyball net (new) x1
  - Volleyball net x1
- Misc**
  - Pitch dimensions booklet
  - Handle grips x48
- Balls**
  - Miscellaneous balls x18
  - Rubber balls x41
  - Plastic balls x3
  - Plastic balls x73
- Bibs/bands**
  - Blue bibs x6
  - Orange bibs x9
  - Red bibs x3
  - Blue bands x9
  - Green bands x9
  - Red bands x8
  - Yellow bands x9
- Cones**
  - Large cones x11
  - Floor cones x8
  - Small cones x7
  - Blue covering sheet x1
  - Cooking stick x1
- Textbooks**
  - American Football*
    - (American) Football – Joe Namath
  - Athletics*
    - How to Mark out field, grounds, courts and tracks – F. E. V. Ross
    - TRACK AND FIELD – The Diagram Group
  - Badminton*
    - BADMINTON – Margaret Varner Bloss
  - Basketball*
    - F. I. B. A. Handbook (Basketball)
  - Football*
    - Mini-Soccer The Handbook – Coca Cola company
  - Gymnastics*
    - Gymnastics – Coles
    - Gymnastics – KTG – Brian Stocks & Eddie Arnold
    - Simple Gymnastics – KTG
    - Lower Primary Gymnastics
    - Gymnastics in the Primary School
  - Handball*
    - Handball for Everyone
  - Hockey*
    - HOCKEY – Anita White
    - Women's Hockey – KTG
  - Junior Play*
    - Activity games – PM Kingston
    - Bright Ideas Games for P.E.- (X3) Scholastic
    - Children's Games ages 3-12 – Jessica Davies
    - Look! Look what I can do! – Kate Harrison
    - The Cooperative Sports and Games Book – Terry Orlick
    - The World's best Street and Yard Games – Glen Vecchione
    - Primary Division – Physical Education – D. O. E., Ontario
    - Minor Games and Relay – KTG
    - Games for Physical Education – Robin Skyes
    - Doing it daily – Rhonda Farkota
    - Physical Education – Standard 2 to Form 2
    - Physical Education Key, Stage1 ages 5-7

- Dynamic Physical Education – Victor P. Dauer, Robert P. Pangrazi
- Physical Activities for Primary Grades

#### *Netball*

- Junior Netball – Aena

#### *Rugby*

- How to Play Rugby – Coles – FNS Creek and Don Rutherford

#### *Swimming*

- Swimming #7
- Swimming - Marit Claridge
- Swimming – Harry Kramp & George Sullivan
- Swimming – KTG (Know the Game)
- Swimming Infants and up – KTG

- Swimming made Easy – Helen Elkington and Tony Holmyard

#### *Table Tennis*

- Table Tennis – KTG

#### *Tennis*

- TENNIS – Joan D. Johnson, Paul J. Xanthos
- How to Play Tennis – Coles

### Appendix III – Inter House Competition Guidelines



## SAKEJI MISSION SCHOOL

### Inter House Competition

#### A brief rationale.

The rationale behind the Inter House Competition is to recognise and celebrate spiritual, academic, social, and sporting achievements of all students. Not only for the elite and highly academic performers but for the students who consistently put in hard graft and effort but would not ordinarily reach the high standards set by other students. The IHC tries to recognise that each child is different and that they progress and develop at different rates. Often in schools you find students who are talented academically but not always in the sporting realm and vice versa. There are some students that are spiritually, socially and sportingly switched on who may never achieve as highly academically in comparison to their peers. In brief the IHC tries to recognise that there is something in each student that can be celebrated. This by experience can stimulate healthy competition which in turn provides an ideal forum to learn how to win and lose in a gracious manner. It also can highlight that each student is valuable and an integral part of a team. It also in some measure highlights the greatness of God who recognises each person as precious and has created each one differently which is to the praise of His Glory – It is our responsibility to recognise these positives and celebrate them. It will boost self-esteem and hopefully give each student the opportunity to shine and to remember to give God the glory.

The IHC would operate through **two main** channels



**Spiritual, Academic (inc. Music) and Social Achievements**  
**Inter House Sport**

### The Spiritual, Academic and Social achievements or targets

The **Spiritual** can be defined by:-

- the consistent display of Christ's character (Character Quality Studies)
- Memory Verse recitation
- Input into Daily devotions and Scripture lessons
- YSL progress (or any other scripture searching programme)
- Submissions
- Communicating through life and word the Gospel to fellow students+

The **Academic** can be defined by:-

- Top marks in tests/exams
- Presentation of work to a consistently high standard (child specific)
- Showing creativity in writing
- Appropriate and thoughtful oral contributions in class
- Effort/hard working/conscientious+

The **Social** (Christian) can be defined by:-

- Behaviour towards peers/visitors/staff

- Behaviour in all physical areas of school
- Polite
- Courteous
- Unselfish
- Caring
- Fulfilling responsibilities
- Listening
- Responsive+

The **Sporting** can be defined by:-

- Fair play
- Teamwork
- Winning and losing graciously
- Establishing school records
- Executing a skill set with precision
- Working hard in lessons/matches/games+

### House points are allocated through the following channels?

Spiritual → Merit Reward system  
 Social → Merit Reward system  
 Sporting → Merit Reward system and IHsC (Inter House Sporting Competition points)

### Methodology

#### Initial Set-Up

The students need to be allocated to a House through staff discussions and decisions. Each House, where possible, need to have an even spread of spiritually, socially, academically and sportingly talented students. Each house will need a House Mistress or Master and a House Captain and Vice Captain. The House Mistress or Master will need to be a member of staff and the House Captain will be either a G7 or 8 depending on current numbers, ideally a Grade 8. These House Captains and Vice Captains are selected by staff and would be House Captain for one year. A vice captain would be advantageous as the responsibilities could be shared. Ultimately a Girl and Boy House Captain will be selected. This is particularly advantageous in relation to the sport side of the IHC. A natural progression would be to have girls and boys competing against themselves. It is sensible to assume, I think, that a boy is likely to know the sporting ability of another boy in relation to any given sport better than a girl may and likewise for the girls.

Below are the **main responsibilities** of being a House Mistress or Master, House Captain and Vice Captain.

#### House Mistress or Master

- Overseeing a House meeting once a term – updates of progress on all aspects of the IHC will be given.
- Managing or advising the House Captain and Vice Captain in their selection of sports teams for competition ensuring that where possible all members of the House are given fair opportunity to represent their House.
- Keep abreast of House progress in terms of Spiritual, Academic, Social and Sport. Identifying where extra effort needs to be put – building a House strategy to make positive steps forward.

#### House Captain and Vice Captain

- Keeping House Bulletin board up to-date
- Selecting teams for sporting competition
- Taking an active role in House meetings – praying, sharing a word of encouragement from the bible etc
- Actively supporting their team members in all aspects of IHC
- Being a good example to their House through positive leadership

### Merit Reward System

Each child will be issued with a Merit Reward card which they should keep safely and take to each academic class where possible. This however is not recommended for the younger grades if their movements are between buildings other than those in the lower school. It is therefore recommended the merit cards are kept in their classrooms. The students are given as much responsibility as is appropriate to collect merits from the staff member who issued them – at appropriate times i.e. at the time of awarding a merit or during the lesson or at the beginning of break times, during free time if staff are available. During a PE or Games lesson, however, it would not be as easy or appropriate. It is recommended that a time be set aside for collecting merit totals – maybe the last Friday in each month. This time will be made available for two main reasons. Firstly, for the students to collect any merits outstanding and secondly, for the class teacher to collect in the merit totals. Once the totals have been collected the class teacher will give these totals to a designated member of staff who will input the data on a master spreadsheet. The merits that are collected must then be made null and void on the student's individual merit card. Either by crossing out or drawing a line underneath the merits already collected to date. It is the responsibility, where appropriate, of the students to keep their merit cards safe. If they happen to lose their merit card, another one will be issued but the merits they had collected will not be counted unless the card is found.

The House Merit totals will be issued to the House Mistress/Master and House Captain on a regular basis, maybe once a month. The House Captain then updates the House Bulletin board with the new totals.

## **INTER HOUSE SPORT COMPETITION (IHsC)**

### Running the IHsC

The following is an IHsC timetable proposed for next year. The House System will progress slowly for two main reasons. Firstly, the children need to be taught the necessary skills to compete safely and competitively during competitions in a wider range of sports that are set out in the Sakeji School PE and Games Programme of Study. Secondly, a minimal number of staff will be needed to run the IHsC initially but as it evolves, God willing, more staff will need to be included.

#### Stage 1

	Term 1		Term 2		Term 3	
	1 <sup>st</sup> ½	2 <sup>nd</sup> ½	1 <sup>st</sup> ½	2 <sup>nd</sup> ½	1 <sup>st</sup> ½	2 <sup>nd</sup> ½
<b>Juniors</b>	Basketball	Netball	Football	Sports Day	Swimming Gala (Independence Day)	Rugby
<b>Seniors</b>	Basketball	Netball	Football	Sports Day	Swimming Gala (Independence Day)	Rugby

The IHsC will take place during Games lessons. The swimming gala will happen on a Wednesday and be separated into Junior and Senior. It would be ideal if the seniors were there to support their younger House team members. Sports day will be undertaken on the usual date around the Heroes in Unity celebration.

### **The IHsC's points system**

#### Team and Individual sports

Each IHsC will be run as a mini league format. All the Houses will play each other and the House with the most points after all the matches (3 per House) will top the group therefore earning the most points. The other three Houses will fill the second, third and fourth placings. The scoring system will evolve over time as more sports are introduced. Some sports which include a team game like rugby as opposed to an individual competing in a tennis competition, will be allocated more points.

The total number of points allocated to team sports will depend on the number of team sport competitions included. For example, 100 points will be the maximum any House can achieve in the IHsC including the minor, individual sports. Therefore of the 100 points rugby could make up as much as 20 points. As more sports are introduced the allocation of points to any one sport will decrease but the team sports will still hold a greater chunk of the points.

#### Whole School Competitions

The Sports Day and Swimming Gala will be run on the same principle but will not be included in the team sports 100 point total but on a separate one. 50% of 100 points will be allocated to Sports Day and 50% to the Swimming Gala (25% to junior and 25% to senior).

The points from the IHsC will be added to the overall points accumulated through the Merit Reward System.

**Appendix IV and V – Swimming Seals Guidelines**

No seal

Red Seal

Blue Seal



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		Dangers of open water	Exposure to cold	Stroke entry	Airway unconscious breathing bags	Tread water 1min 30sec deep water	Feet first sculling on back 1/2 width	Front Crawl 3 widths	Back crawl 3 widths	Introduction to breaststroke	Standing dive side of pool	Endurance swim 75m (3 lengths)	Front dive	Throwing assist with line	Rescue breathing	Tread water 2 min deep water	Front crawl 50 m (2 lengths)	Back crawl 50 m (2 lengths)	Elementary Backstroke 1 width	Breaststroke 15m (1 width)	Dive off low diving board (1 m)	Endurance Swim 150m (6 lengths)	Endurance & speed swim 100 m (lengths) 3min
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2	Name	Aquaquest 7											Aquaquest 8										
3																							
4																							
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Sheet1 Sheet2 Sheet3

Draw AutoShapes

Ready

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Silver Seal

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		Reaching Assists	Sculling 1 width	Tread water 2 min 30 sec deep water	Front crawl 75 m (3 lengths)	Back crawl 75m (3 lengths)	Elementary back stroke 1 length	Breaststroke 25m (1 length)	Endurance swim 200m (8 lengths)	Pencil dive (feet first surface dive)	Tread water 3 min deep water	Front crawl 4 lengths	Back crawl 4 lengths	Breast stroke 2 lengths	Side stroke 25m (2 widths)	Dolphin kick 15m (1 width)	Racing dive	Endurance Swim 300m (12 lengths)	Endurance and speed swim 100 m (lengths) 2.5min	
1																				
2	Name	Aquaquest 9									Aquaquest 10									
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Gold Seal



## Appendix VI – Health Related Fitness Personal Profile Proforma

Page 1

SARKEH MISSION SCHOOL – Health Related Fitness DATA sheet

Name: \_\_\_\_\_ Date of Birth:  Age:  m Start Date at SMG:

Please fill in the information required as accurately as possible. The data collected will be kept for personal purposes and will not be shared unless consent of the individual has been given.

Personal Information														
	Measurement					Measurement					Measurement			
	1	2	3	4		1	2	3	4		1	2	3	4
Height (m)					Chest (cm)					L. foot (cm)				
Weight (kg)					Wrist (cm)					R. foot (cm)				
Waist (cm)					Neck (cm)					Span (cm)				
Fitness Information														
Resting HR (Beats/min = HR)					Body Mass Index (BMI)					Basal Metabolic rate				
HR after Test - 1 min Exercise					VO2 Max (Beats/min)					Metabolism age				
HR <del>resting</del> <del>normal range</del>					Blood Pressure					Body % water				
Body % fat					Peak Flow (Beats/min)									
Normal range					Normal Range									

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Page 2

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Fitness assessment information

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MSF Test L=      S=					CS Test																				
Standing v. Jump (m)					Standing L. Jump (m)					Standing T. Jump (m)															
Grip strength (kg)					Squats (kg)																				
Sit and reach (cm)					Agility Run (min)																				
20m					40m					60m															
80m					100m					200m															
Triceps dips in 1 min					Sit ups in 1 min					Burpees in 1 min															
Push ups in 1 min					Pull ups in 1 min					Squat thrusters in 1 min															
Full Plank (min)					Side Plank (min)					Cohee (kicks)															

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Written by P Towse December 2010 Review Date: December 2011.