Throughout the training year you are required to take personal responsibility for renewing and updating your subject knowledge, identifying areas for development, setting personal targets and addressing any areas of weakness. This process commences now, before the course starts, and will continue throughout.

RAG Rate your confidence in each area with a grade. **RED (High) Green (Low)** Highlight the statements which you believe require development.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Invasion Games (Rugby) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Dribbling skills |  |  |  |  |  |  |
| * Tackling Skills |  |  |  |  |  |  |
| * Kicking Skills |  |  |  |  |  |  |
| * Attacking principles (I.e miss passes, switches, loops etc) |  |  |  |  |  |  |
| * Defending principles (I.e defensive line, defending mauls, jackaling) |  |  |  |  |  |  |
| * Set pieces (I.e scrums, lineouts, kick offs) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Invasion Games (Netball) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Footwork Skills |  |  |  |  |  |  |
| * Shooting |  |  |  |  |  |  |
| * Attacking principles (I.e, dodges / getting free) |  |  |  |  |  |  |
| * Defending principles (I.e intercepting, marking) |  |  |  |  |  |  |
| * Set pieces (I.e centre pass, backline pass) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Invasion Games (Football) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Dribbling skills |  |  |  |  |  |  |
| * Tackling Skills |  |  |  |  |  |  |
| * Shooting |  |  |  |  |  |  |
| * Attacking principles (I.e, Counter attack, width) |  |  |  |  |  |  |
| * Defending principles (I.e jockeying, pressing in units) |  |  |  |  |  |  |
| * Set pieces (I.e corners, throw ins, free kicks) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Invasion Games (Basketball) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Dribbling skills |  |  |  |  |  |  |
| * Marking / Intercepting Skills |  |  |  |  |  |  |
| * Shooting |  |  |  |  |  |  |
| * Attacking principles (I.e. fast break) |  |  |  |  |  |  |
| * Defending principles (I.e. man to man, zonal) |  |  |  |  |  |  |
| * Set pieces |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Invasion Games (Hockey) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Dribbling skills |  |  |  |  |  |  |
| * Tackling Skills |  |  |  |  |  |  |
| * Shooting |  |  |  |  |  |  |
| * Attacking principles |  |  |  |  |  |  |
| * Defending principles (I.e interceptions, jockeying) |  |  |  |  |  |  |
| * Set pieces (I.e short / long corners / penalty flicks) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Invasion Games (Other) Please state | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Passing Skills |  |  |  |  |  |  |
| * Dribbling skills |  |  |  |  |  |  |
| * Tackling Skills |  |  |  |  |  |  |
| * Shooting |  |  |  |  |  |  |
| * Attacking principles) |  |  |  |  |  |  |
| * Defending principles |  |  |  |  |  |  |
| * Set pieces |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Striking & Fielding (Cricket) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Close fielding including catching |  |  |  |  |  |  |
| * Deep fielding (I.e throwing, fielding, and catching in the deep) |  |  |  |  |  |  |
| * Fielding specifics (I.e wk in cricket) |  |  |  |  |  |  |
| * Batting |  |  |  |  |  |  |
| * Bowling |  |  |  |  |  |  |
| * Running |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Striking & Fielding (Rounders) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| * Close fielding including catching |  |  |  |  |  |  |
| * Deep fielding (I.e throwing, fielding, and catching in the deep) |  |  |  |  |  |  |
| * Fielding specifics (I.e Base work in rounders) |  |  |  |  |  |  |
| * Batting |  |  |  |  |  |  |
| * Bowling |  |  |  |  |  |  |
| * Running |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Striking & Fielding (Softball) | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Close fielding including catching |  |  |  |  |  |  |
| * Deep fielding (I.e throwing, fielding, and catching in the deep) |  |  |  |  |  |  |
| * Fielding specifics (I.e Base work in softball, wk in cricket) |  |  |  |  |  |  |
| * Batting |  |  |  |  |  |  |
| * Bowling |  |  |  |  |  |  |
| * Running |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Net / Wall – Badminton | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Grip / stance / footwork |  |  |  |  |  |  |
| * Serving |  |  |  |  |  |  |
| * Forehand & backhand defensive shots (I.e., badminton clear / ground stroke in tennis) |  |  |  |  |  |  |
| * Attacking shots (I.e smash. Drop shot, volley) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Net / Wall – tennis | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Grip / stance / footwork |  |  |  |  |  |  |
| * Serving |  |  |  |  |  |  |
| * Forehand & backhand defensive shots (I.e., ground stroke in tennis) |  |  |  |  |  |  |
| * Attacking shots (I.e smash. Drop shot, volley) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Net / Wall – Table tennis | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Grip / stance / footwork |  |  |  |  |  |  |
| * Serving |  |  |  |  |  |  |
| * Forehand & backhand defensive shots |  |  |  |  |  |  |
| * Attacking shots (I.e top spin. Drop shot) |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |
| **Teachers should understand:**  Net / Wall – Other Please state | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Grip / stance / footwork |  |  |  |  |  |  |
| * Serving |  |  |  |  |  |  |
| * Forehand & backhand defensive shots |  |  |  |  |  |  |
| * Attacking shots |  |  |  |  |  |  |
| * Rules |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Athletics | Pre-Interview | Pre- programme | | Assessment Point 1 | Assessment Point 2 | | Assessment Point 3 | | Assessment Point 4 | |
| * Running technique |  |  | |  |  | |  | |  | |
| * Sprint starts including drive phase |  |  | |  |  | |  | |  | |
| * Pacing for middle distance races |  |  | |  |  | |  | |  | |
| * Jumping - take-off and landing |  |  | |  |  | |  | |  | |
| * Jumping – Importance of run up and flight |  |  | |  |  | |  | |  | |
| * Throwing – safety |  |  | |  |  | |  | |  | |
| * Throwing – Stance |  |  | |  |  | |  | |  | |
| * Throwing – release |  |  | |  |  | |  | |  | |
| * Relays – changeover |  |  | |  |  | |  | |  | |
| * Rules |  |  | |  |  | |  | |  | |
| **Teachers should understand:**  Gymnastics | Pre-Interview | | Pre- programme | Assessment Point 1 | | Assessment Point 2 | | Assessment Point 3 | | Assessment Point 4 |
| * Basic Balances |  | |  |  | |  | |  | |  |
| * Advance balances |  | |  |  | |  | |  | |  |
| * Basic travel (I.e log roll) |  | |  |  | |  | |  | |  |
| * Advanced travel (I.e forward roll, cartwheel)) |  | |  |  | |  | |  | |  |
| * Individual Sequence work including balance and travel |  | |  |  | |  | |  | |  |
| * Group/pair sequence work |  | |  |  | |  | |  | |  |
| * Safely putting out and away equipment |  | |  |  | |  | |  | |  |
| * Basic Vaults including safe run up, take-off and landing |  | |  |  | |  | |  | |  |
| * Advanced vaulting (I.e handspring) |  | |  |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  Trampolining | Pre-Interview | | | Pre- programme | Assessment Point 1 | | Assessment Point 2 | Assessment Point 3 | | | Assessment Point 4 |
| * Safety of participants and spotters |  | | |  |  | |  |  | | |  |
| * Basic Jumps |  | | |  |  | |  |  | | |  |
| * Basic Landing positions (I.e., seat, front & back) |  | | |  |  | |  |  | | |  |
| * Basic combinations (I.e., front to seat) |  | | |  |  | |  |  | | |  |
| * Basic twists (I.e., ½ into landing positions, swivel hips) |  | | |  |  | |  |  | | |  |
| * Advanced twists (I.e., half turntable, roller) |  | | |  |  | |  |  | | |  |
| * Somersaulting (with and without support) |  | | |  |  | |  |  | | |  |
| * Sequences of 6, 8 & 10 bounces |  | | |  |  | |  |  | | |  |
| **Teachers should understand:**  OAA | | Pre-Interview | Pre- programme | | Assessment Point 1 | Assessment Point 2 | | | Assessment Point 3 | Assessment Point 4 | |
| * Basic understanding of maps (ability to orientate, recognising symbols) | |  |  | |  |  | | |  |  | |
| * Using the features on the map to help navigate the correct route | |  |  | |  |  | | |  |  | |
| * Using a compass to take a bearing | |  |  | |  |  | | |  |  | |
| * Use contours and estimate distances accurately | |  |  | |  |  | | |  |  | |
| * Fit climbing harnesses securely and safely attach a rope | |  |  | |  |  | | |  |  | |
| * Climb showing three points of contact | |  |  | |  |  | | |  |  | |
| * Able to tie a figure of weight, bowline and stopper knot | |  |  | |  |  | | |  |  | |
| * Assisting and belaying a climber | |  |  | |  |  | | |  |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  GCSE Topics on Paper 1 | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Skeletal System |  |  |  |  |  |  |
| * Muscular System |  |  |  |  |  |  |
| * Cardiovascular System |  |  |  |  |  |  |
| * Respiratory System |  |  |  |  |  |  |
| * Anaerobic and Aerobic exercise |  |  |  |  |  |  |
| * Short- and Long-Term effects of exercise |  |  |  |  |  |  |
| * Lever Systems |  |  |  |  |  |  |
| * Planes and Axes of movement. |  |  |  |  |  |  |
| * Health and Fitness components |  |  |  |  |  |  |
| * Fitness tests |  |  |  |  |  |  |
| * Principles of training |  |  |  |  |  |  |
| * Methods of training |  |  |  |  |  |  |
| * Prevention of Injury |  |  |  |  |  |  |
| * Performance enhancing drugs |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers should understand:**  GCSE Topics on Paper 2 | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| * Physical, Social & Mental benefits of exercise |  |  |  |  |  |  |
| * Lifestyle choices and the consequence of a sedentary lifestyle |  |  |  |  |  |  |
| * Diet, Nutrition & Hydration |  |  |  |  |  |  |
| * Classification of Skill & methods of practices |  |  |  |  |  |  |
| * Goal Setting and SMART Targets |  |  |  |  |  |  |
| * Guidance & Feedback |  |  |  |  |  |  |
| * Mental preparation |  |  |  |  |  |  |
| * Engagement patterns of different groups in physical activity |  |  |  |  |  |  |
| * Commercialisation |  |  |  |  |  |  |
| * Ethical issues including sportsmanship, gamesmanship and acts of deviance |  |  |  |  |  |  |