

# CoDA Curriculum

## PHYSICAL EDUCATION & DANCE



*Improving the life chances of all students*

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Summer Term</b>
<b>Y9</b>	Boys Rugby and Football Girls Dance and Netball	Boys Rugby and Football Girls Dance and Netball	Boys Handball and Hockey Girls Handball and Badminton	Boys Handball and Hockey Girls Handball and Badminton	Boys Badminton Girls Hockey	Athletics Striking and fielding Games
<b>Y8</b>	Boys Rugby and Football Girls Dance and Netball	Boys Rugby and Football Girls Dance and Netball	Boys Handball and Hockey Girls Handball and Badminton	Boys Handball and Hockey Girls Handball and Badminton	Boys Badminton Girls Hockey	Athletics Striking and fielding Games
<b>Y7</b>	Boys Rugby and Football Girls Dance and Netball	Boys Rugby and Football Girls Dance and Netball	Boys Dance and Hockey Girls Handball and Badminton	Boys Dance and Hockey Girls Handball and Badminton	Boys Badminton Girls Hockey	Athletics Striking and fielding Games

Please see detailed information for individual sports/activities.

Students in Year 10 and 11 study the following specification(s):

**OCR Level 1/2 Cambridge National Certificate in Sport Science**

**Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)**

### BTEC Performing Arts – Dance Curriculum Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (Year 10)	<u>Unit 1</u> Introduce the course  <b>Learning Aim: A</b> Introduce Unit 1 1 <sup>st</sup> Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons	<u>Unit 1</u> <b>Learning Aim: A</b> 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons	<u>Unit 1</u> <b>Learning Aim: A</b> 3 <sup>rd</sup> Choreographer – Christopher Bruce 'Ghost Dance' Theory and practical lessons	<u>Unit 1</u> <b>Learning Aim: A</b> Roles and responsibilities of choreographer, dancer, costume designer, set designer, lighting technician	<u>Unit 1</u> <b>Learning Aim: B</b> <ul style="list-style-type: none"> <li>Processes used in development, rehearsal and performance</li> <li>Techniques and approaches in performance</li> <li>Comparisons of all choreographers</li> </ul>	<u>Unit 1</u> Writing up <b>Learning Aim A assignment</b> and <b>Learning Aim B assignment</b>
Year 2 (Year 11)	<u>Unit 2</u> Introduce Unit 2  <b>Learning Aim A and B</b> Log Book and practical workshops on Alvin Ailey's 'Revelations'	<u>Unit 2</u> Introduce Unit 2  <b>Learning Aim A and B</b> Log Book and practical workshops on Alvin Ailey's 'Revelations'	<u>Unit 3</u> Introduce Unit 3 Exploration of choreographic devices and different themes  Introduce the external stimulus set by Pearson Late Jan/Early Fed	<u>Unit 3</u> Exploration of the theme through different choreographic devices and preparing for <b>practical controlled assessment</b>  <b>8 hours practical controlled assessment</b>	<u>Unit 3</u> <b>Finishing 8 hours practical controlled assessment</b>  <b>3 hours of written controlled assessment in computer room</b>	<b>Y11 EXAMS</b>

### OCR Sports Science Curriculum Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (Year 10)	Nutrition in Sport	Nutrition in Sport	Nutrition in Sport	Nutrition in Sport & Body In Action	Body In Action	Body In Action
Year 2 (Year 11)	Body in Action 1/6  Injury in Sport 5/6	Body in Action 1/6  Injury in Sport 5/6	Injury in Sport Exam Early Jan  Applying the Principles of Training  Exam results early March	Applying the Principles of Training	Applying the Principles of Training  Individual Intervention	<b>Y11 EXAMS</b>

Sport / Activity	Taught knowledge and understanding	Taught skills	Taught tactics / Other
Athletics	Students will be able to list, describe, explain and evaluate athletics-specific: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Measurement/timing</li> <li>• Track and field layouts</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (for example: muscles used, health benefits).</li> </ul>	Students will have opportunities to observe, copy, practice, demonstrate, perform, refine, adapt and master the following skills during drills, practice, and competition: <ul style="list-style-type: none"> <li>• Sprints: 50m, 100m, 200m</li> <li>• Middle distance: 400m, 800m</li> <li>• Long distance: 1500m</li> <li>• Relay</li> <li>• Throws: shot put, javelin, discus</li> <li>• Jumps: high jump, long jump, triple jump.</li> </ul>	Students will have opportunities to observe, copy, practice, demonstrate, perform, refine, adapt and master the following skills during drills, practice and competitive game scenarios: <ul style="list-style-type: none"> <li>• Using sprinting technique to run quick</li> <li>• Pacing the run and deciding when to “kick on”</li> <li>• Deciding where to position yourself in a 800/1500m run</li> <li>• Knowing the roles of the incoming and outgoing runner</li> <li>• electing the most effective changeover technique for your team and order of runners</li> <li>• Identify how to adapt technique in order to improve a distance or height to achieve personal best.</li> </ul>
Fitness	Students will be able to list, describe, explain and evaluate fitness-specific: <ul style="list-style-type: none"> <li>• Muscles</li> <li>• Components of fitness</li> <li>• Training methods</li> <li>• Short and longterm effects of exercises on the body</li> <li>• How exercises improves health</li> <li>• How fitness impacts on sports performance</li> <li>• Dance e.g. Zumba</li> </ul>	Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills and techniques during fitness sessions, dance/Zumba sessions and fitness testing <ul style="list-style-type: none"> <li>• Shoulder exercises – shoulder press, lateral raise, front raise, rear delt raise</li> <li>• Chest exercises – chest press, chest fly variations, press up variations</li> <li>• Back exercises – row variations, pull ups</li> <li>• Arm exercises – Bicep curl variations, Tricep dips</li> <li>• Leg exercises – Squat variations, calf raises</li> <li>• Abdominal exercises – Sit up variations, oblique exercises, plank</li> <li>• Jogging, Sprinting, Agility runs</li> <li>• Boxercise techniques – jabs, hooks, straight punches, upper-cuts</li> <li>• Bodyweight exercises</li> </ul>	<p style="text-align: center;"><b>Compositional principles (Fitness)</b></p> Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills/techniques during fitness/dance activities: <ul style="list-style-type: none"> <li>• Exercise intensity – Working at different intensities</li> <li>• Pacing</li> <li>• Rest Intervals</li> <li>• Supersets, giant sets, drop sets, different lifting speeds (concentric/eccentric contractions, ‘time under tension’ ), working to ‘failure’,</li> <li>• Boxercise combinations</li> <li>• Dance – Rhythm, motif’s</li> </ul>

Dance	Students will be able to list, describe, explain and evaluate dance-specific: <ul style="list-style-type: none"> <li>• Safe use of equipment</li> <li>• Skills &amp; choreographic devices – what, when and why to use them</li> <li>• Different dance styles and stimulus</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Co-ordination</li> <li>• Timing</li> <li>• Use of space</li> <li>• Strength</li> <li>• Focus</li> <li>• Stamina</li> <li>• Musicality</li> <li>• Expression</li> <li>• Movement memory</li> <li>• Projection</li> <li>• Emphasis</li> <li>• Facial expression</li> </ul>	<p style="text-align: center;"><b>Choreographic devices</b></p> Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during rehearsals and performances: <ul style="list-style-type: none"> <li>• Formation</li> <li>• Unison and timing</li> <li>• Repetition</li> <li>• Canon</li> <li>• Use of levels</li> <li>• Dynamics</li> <li>• Transitions</li> <li>• Mirroring</li> <li>• Fragmentation</li> <li>• Retrograde</li> <li>• Question and answer</li> <li>• Contrasting dynamics</li> </ul>
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#### NET & RACKET

Badminton	Students will be able to list, describe, explain and evaluate badminton-specific: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Court layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios: <ul style="list-style-type: none"> <li>• Grip</li> <li>• Body position</li> <li>• Making contact with the shuttlecock</li> <li>• Serves – high, low, long, short, flick, backhand, forehand</li> <li>• Forehand shots – overhead, smash, lob, drive, overhead clear, drop shot</li> <li>• Backhand shots – overhead, smash, lob, drive, overhead clear, drop shot</li> <li>• Net, mid-court, back of the court shots</li> <li>• Tap and push shots</li> <li>• Round the head shots</li> <li>• Whip action shots</li> <li>• Returning the smash</li> <li>• Returning the drop shot</li> </ul>	Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios: <ul style="list-style-type: none"> <li>• Shot selection/variation - direction, speed, height, length, weight</li> <li>• Using the width and depth of the court</li> <li>• Creating space in the opponent’s court</li> <li>• Moving opponent around the court</li> <li>• Disguising serves and shots</li> <li>• Attacking the low serve</li> <li>• Attacking and defending formations (doubles)</li> <li>• Calling for shots (doubles)</li> <li>• Playing to strengths and exploiting weaknesses / game plans</li> </ul>
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**STRIKING & FIELDING**

<p>Cricket</p>	<p>Students will be able to list, describe, explain and evaluate cricket-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Use of PPE equipment for hardball and specific health and safety</li> <li>• Pitch layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <p><b>Batting</b></p> <ul style="list-style-type: none"> <li>• Grips and swings</li> <li>• Defending – forward defence and drive</li> <li>• Attacking shots (drives, cut, pull, sweep and hook)</li> <li>• Keeping the ball down</li> <li>• Running between the wicket</li> <li>• Fielding</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Stationary catching</li> <li>• Catching a low ball and high ball</li> <li>• Underarm and overarm throw</li> <li>• Fielding and chasing (long and short barrier)</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>• Underarm bowling</li> <li>• Overarm bowling - conventional action</li> <li>• Approach – release and follow through</li> <li>• Varying bowling (line, length, spins and swing)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <p><b>Batting</b></p> <ul style="list-style-type: none"> <li>• Batting order</li> <li>• Running between the wicket and calling</li> <li>• Exploiting weakness in the field.</li> <li>• Games plans</li> <li>• Adapting tactics to changing situations</li> </ul> <p><b>Fielders</b></p> <ul style="list-style-type: none"> <li>• Covering space</li> <li>• Backing up</li> <li>• Throwing to which end(wicket keeper / bowler) and why</li> <li>• Setting fielding positions</li> <li>• Game plans</li> <li>• Adapting tactics to changing situations</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>• Varying height speed and spin</li> <li>• Length and line</li> <li>• Bowling to field placings</li> <li>• Game plans</li> <li>• Adapting tactics to changing situations</li> </ul>
<p>Rounders</p>	<p>Students will be able to list, describe, explain and evaluate rounders-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Pitch layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <p><b>Batting</b></p> <ul style="list-style-type: none"> <li>• Grips and swings</li> <li>• Stance</li> <li>• Placement</li> <li>• Playing on a no ball.</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Stationary catching</li> <li>• Catching a low ball and high ball</li> <li>• Underarm and overarm throw</li> <li>• Fielding and chasing (long and short barrier)</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>• Underarm bowling (preparation, action and following through).</li> <li>• Bowling action</li> <li>• Bowling to back stop.</li> <li>• Spin and height variations.</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <p><b>Batting</b></p> <ul style="list-style-type: none"> <li>• Running between posts</li> <li>• Stopping and remaining at posts</li> <li>• Directing and placement of shots</li> <li>• Adapting tactics to changing situations</li> <li>• Games plans</li> </ul> <p><b>Fielders</b></p> <ul style="list-style-type: none"> <li>• Covering space</li> <li>• Backing up</li> <li>• Throwing to which base /bowler</li> <li>• calling</li> <li>• Setting fielding positions</li> <li>• Game plans</li> <li>• Adapting tactics to changing situations</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>• Varying height speed, spin and donkey drop</li> <li>• Disguise in bowling</li> <li>• Bowling to field placings</li> <li>• Game plans</li> <li>• Adapting tactics to changing situations</li> </ul>

**INVASION / EVASIVE GAMES**

<p>Football</p>	<p>Students will be able to list, describe, explain and evaluate football-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Pitch layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Dribbling (use of both feet, inside and outside of foot)</li> <li>• Turning (inside hook, outside hook, stop turn, drag back, Cruyff turn)</li> <li>• Passing (short, long, side of foot, driven, chip)</li> <li>• Receiving (ball on the floor and in the air, foot, thigh, chest)</li> <li>• Running with the ball</li> <li>• Shooting (both feet, inside and outside of foot)</li> <li>• Heading (defensive and attacking)</li> <li>• Throw-ins</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Variation of pass (using space, picking the right pass at the right time)</li> <li>• Using the width of the pitch and creating space</li> <li>• Keeping possession of the ball to create opportunities to score</li> <li>• Attacking play (using different ways to attack a team – width, direct, through the middle, possession based)</li> <li>• Defensive play (closing down opponents, closing down space, defending as a team)</li> <li>• Use of different formations</li> <li>• Playing in different positions</li> <li>• Playing to strengths and exploiting weaknesses of opposition</li> </ul>
<p>Handball</p>	<p>Students will be able to list, describe, explain and evaluate handball-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Court layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Passing- Side, Bounce &amp; Shoulder</li> <li>• Walking</li> <li>• Dodging</li> <li>• Dribbling</li> <li>• Attacking</li> <li>• Defending – Man marking/ area marking. Obstruction rule</li> <li>• Positions</li> <li>• Shooting – jump shot/ standing</li> <li>• Support play</li> <li>• Timing of pass</li> <li>• Use of space</li> <li>• Tactical play</li> <li>• Intercepting the ball during play</li> <li>• Formations</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Pass selection- when and why would we use that pass (<b>Attacking</b>)</li> <li>• Using the space on the court to your advantage (<b>Attacking</b>)</li> <li>• Creating space for you or other players to use/ run into (Holding space) (<b>Attacking</b>)</li> <li>• Fake passing- faking a pass in a direction and then going in the other direction (<b>Attacking</b>)</li> <li>• Set plays- specific plays that they can choose to play in different situations (<b>Attacking/ Defending</b>)</li> <li>• Playing to strengths and exploiting weaknesses / game plans (<b>Attacking/ Defending</b>)</li> <li>• Possession of the ball- Keeping possession and working the ball around the court (<b>Attacking</b>)</li> <li>• Forcing player into corners (<b>Defending</b>)</li> <li>• Area marking/ man marking (<b>Defending</b>)</li> <li>• Formations- have a look at all formations and be given the opportunity to choose when to use each one in a game situation (<b>Attacking/ Defending</b>)</li> <li>• Dribbling- When to dribble and when to pass</li> <li>• Walking- when to use your 3 steps</li> </ul>
<p>Hockey</p>	<p>Students will be able to list, describe, explain and evaluate hockey-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Pitch layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Grips and swings for passes</li> <li>• Dribbling – changing pace and direction</li> <li>• Stationary passing</li> <li>• Block tackle</li> <li>• Receiving form left, right and centre and on the move</li> <li>• Shooting</li> <li>• Dodging</li> <li>• Reverse stick dribbling</li> <li>• The hit, slap and push</li> <li>• Passing and receiving on the move</li> <li>• Chasing and closing down</li> <li>• One touch play</li> <li>• Crossing and shooting</li> <li>• Jab tackle and reverse stick tackle</li> <li>• Reverse stick push, slap and hit.</li> <li>• Ariel paly</li> <li>• Goalkeeping</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Keeping possession</li> <li>• Positional play</li> <li>• Principles of attack (length, width and depth) and creating space</li> <li>• Principles of defence (denying space and marking)</li> <li>• Use of free hits, long and short corners (attacking and defending)</li> <li>• Different formations and roles and responsibilities.</li> <li>• Game plans and adapting situation to the need of the game</li> <li>• Adapting to opponents strengths and weaknesses.</li> </ul>

Netball	<p>Students will be able to list, describe, explain and evaluate netball-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Court layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Passing- Chest, Bounce &amp; Shoulder</li> <li>• Footwork- left, right and 2 footed</li> <li>• Dodging</li> <li>• Attacking</li> <li>• Defending – Man marking/ area marking. Obstruction rule</li> <li>• Positions</li> <li>• Shooting</li> <li>• Support play</li> <li>• Timing of pass</li> <li>• Use of space</li> <li>• Tactical play</li> <li>• Intercepting the ball during play</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Pass selection- when and why would we use that pass (<b>Attacking</b>)</li> <li>• Using the space on the court to your advantage (<b>Attacking</b>)</li> <li>• Creating space for you or other players to use/ run into (Holding space) (<b>Attacking</b>)</li> <li>• Fake passing- faking a pass in a direction and then going in the other direction (<b>Attacking</b>)</li> <li>• Set plays- specific plays that they can choose to play in different situations (<b>Attacking/ Defending</b>)</li> <li>• Playing to strengths and exploiting weaknesses / game plans (<b>Attacking/ Defending</b>)</li> <li>• Possession of the ball- Keeping possession and working the ball around the court (<b>Attacking</b>)</li> <li>• Forcing player into corners (<b>Defending</b>)</li> <li>• Area marking/ man marking (<b>Defending</b>)</li> </ul>
Rugby	<p>Students will be able to list, describe, explain and evaluate rugby-specific:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Scoring systems</li> <li>• Pitch layout / markings</li> <li>• Safe use of equipment</li> <li>• Skills – what, when and why to use them</li> <li>• Tactics and strategies - what, when and why to use them</li> <li>• Links to health and fitness (muscles used, health benefits, etc.)</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Carrying</li> <li>• Running with the ball changing pace and direction</li> <li>• “Pop” pass &amp; pendulum pass</li> <li>• Catching</li> <li>• Lateral / backwards passing</li> <li>• Dodging swerve &amp; side step</li> <li>• Marking</li> <li>• Tackling front and side progressing to rear.</li> <li>• Collecting a grounded ball and scoring a try</li> <li>• Maul</li> <li>• Ruck</li> <li>• Scrummage 1v1 and 3v3</li> <li>• Lineout</li> <li>• Kicking place, touch and conversation</li> <li>• Dive pass</li> <li>• Catching a high ball</li> <li>• Up and under</li> </ul>	<p>Students will have opportunities to observe, copy, practise, demonstrate, perform, refine, adapt and master the following skills during drills, conditioned game, and competitive game scenarios:</p> <ul style="list-style-type: none"> <li>• Variation of pass (using space, picking the right pass at the right time)</li> <li>• Simple formations and positional roles.</li> <li>• Attacking and defending lines</li> <li>• Lines of running</li> <li>• Supporting the ball carrier.</li> <li>• Rucking and mauling strategies</li> <li>• Lineout and scrummage strategies</li> <li>• Playing in different positions</li> <li>• Playing to strengths and exploiting weaknesses of opposition</li> <li>• Changing games plans to meet the needs of the changing game.</li> <li>• Game plan and evaluating</li> <li>• Toss factors affecting decision</li> </ul>