

Year 7: Subject Curriculum Outline

Year 7 Subjects	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Mathematics	Statistical Enquiry Students should be able to: - Find mode, mean & range for both ungrouped and grouped data and make comparisons. - Display discrete data effectively in diagrams e.g. bar charts & pie charts. - Choose the most appropriate average to use. - Explain why a graph or chart could be misleading.	Calculations & accuracy Students should be able to: - Add, subtract, multiply, and divide whole numbers and decimals - Use mental and calculator methods, estimate answers, and check using inverses - Recall times tables to 12×12 and use related division facts - Apply place value, decimal notation, and identify the value of digits - Compare, order, and round numbers (to decimal places, significant figures, or powers of 10) - Use brackets, follow order of operations, and apply divisibility rules - Multiply/divide by powers of 10 and work with large numbers in standard form - Solve problems involving money - Use efficient calculator strategies	Simplifying & substitution Students should be able to: - Understand key algebraic terminology (term, expression, equation etc). - Substitute positive integers into simple formulae expressed in words - Understand and simplify expressions with one or two steps the 4 operations and negative numbers. - Write and use expressions involving powers. - Expand single brackets. - Write and simplify algebraic expressions and formulae using brackets and division. - Factorise simple expressions.	Fractions, decimals & percentages Students should be able to: - Use all four operations with fractions, decimals, and mixed numbers - Simplify, find, and convert between equivalent fractions, decimals, and percentages - Express one quantity as a fraction or percentage of another - Find fractions and percentages of amounts, including percentage increase/decrease - Use percentage multipliers and perform conversions (improper ↔ mixed fractions) - Order and compare fractions, decimals, and percentages - Calculate with and without a calculator as appropriate	Volume & Surface area Students should be able to: - Calculate the volume of cubes and cuboids. - Calculate the volume of 3D solids made from cuboids. - Solve volume problems. - Sketch nets of 3D solids. - Draw 3D solids on isometric paper. - Draw plans and elevations of 3D solids. - Calculate the surface area of cubes and cuboids	Sequences Students should be able to: - Describe and generate sequences using term-to-term rules - Find the next term in a sequence, including with negative values - Recognise and use special sequences (triangular, square, cube, Fibonacci) - Understand key sequence terminology (e.g. term) - Describe and apply simple functions in words - Identify term-to-term rules and patterns from diagrams or practical contexts
	Integers, powers & roots Students should be able to: - Use vocabulary of primes, factors, multiples, HCF & LCM - Identify factors, calculate multiples, and find prime numbers - Know square numbers to 10² and cube numbers to 5³, and find square roots (up to √100) - Perform prime factor decomposition (under 100) - Use index notation (squares, cubes, powers of 10) and apply index laws for multiplication/division - Know that any number to the power of 0 is 1	Area & Perimeter Students should be able to: Derive and use area formulas for triangles, parallelograms, and trapezia	Lines, angles and shapes Students should be able to: - Identify properties of shapes and use correct angle and length notation - Estimate angles - Know and apply angle facts: angles on a line (180°), around a point (360°), and in triangles/quadrilaterals - Derive and use angle sums in polygons,	Ratio & Proportion Students should be able to: - Simplify ratios, including those with different units, decimals, or fractions - Express ratios in simplest form, including 1:n and three-part ratios	Forming & Solving Equations Students should be able to: - Find the inverse of a simple function. - Write and solve one-step equations using function machines. - Solve two-step equations using function machines. - Solve problems using equations. - Solve equations using the balancing method.	Measures Students should be able to: - Solve problems in everyday contexts involving measures. - Convert between different metric measures for area, volume, and capacity. - Know rough metric equivalents of imperial measures.

	Understand and interpret numbers in standard form	- Calculate areas of compound shapes using rectangles and triangles - Find the surface area of cubes and cuboids	- including regular and irregular - Use interior and exterior angle relationships to find missing angles and number of sides - Recognise and use key angle types in parallel lines (corresponding, alternate, co-interior) - Identify parts of a circle - Tessellate simple polygons	- Use the unitary method to solve ratio problems and find missing parts - Divide quantities in a given ratio and write ratios as fractions - Apply ratios to best value problems and currency conversions - Read, interpret, and construct scale drawings and maps using various scales		
Science	Cells Core Knowledge: - Introduced to cells as the building blocks of all living organisms and learn the structures within animal and plant cells. - Learn how to use a light microscope to observe cells and other small structures. - Explore the adaptations of specialised cells. - Learn about the process of diffusion by which substances move into and out of cells. - Study the unicellular organisms, euglena, and amoeba. Particles Core Knowledge: - Learn how to use the particle model to explain the properties of substances in the three states of matter.	Forces Core Knowledge: - Distinguishing between contact forces and non-contact forces - Understanding equilibrium and how unbalanced forces affect motion and acceleration. - Exploring how materials stretch under force, the concept of elastic limits, and the linear relationship between force and extension for springs. Structure and function of body Core Knowledge: - Understand that Multicellular organisms are organised into cells → tissues → organs → organ systems → organism. - Explore how the respiratory system enables gas exchange	Elements, atoms and compounds Core Knowledge: - Introduced to the concepts of atoms, elements, molecules, and compounds, - Use knowledge of particles to start naming molecules and compounds and writing chemical symbols and chemical formulae. Sound Core Knowledge: - Introduces longitudinal and transverse waves and looks at what happens when waves meet each other or hit a barrier. - Explore sound waves in more detail including what mediums sound waves can travel through, and how they are detected by the ear and microphone.	Reactions Core Knowledge: - Understand that chemical reactions can be represented using word or symbol equations. - Learn that reactions can be exothermic (release heat) or endothermic (absorb heat). - Explore different types of chemical reactions, including oxidation, combustion, and decomposition Light Core Knowledge: - Explore some properties of light and how light travels - Learn about the behaviour of light in different situations where light interacts with matter, such as reflection, refraction, and dispersion.	Reproduction Core Knowledge: - Understanding the changes during adolescence and the structure and function of the male and female reproductive systems - Exploring the stages of the menstrual cycle and methods of contraception, including their roles in controlling reproduction. Learning the structure of flowers including the processes of pollination, fertilisation, seed dispersal and germination.	Space Core Knowledge: - Explore some of the celestial objects that can be seen in the night sky and apply this knowledge to explain the phases of the Moon and eclipses. - Understanding of how the planets in our Solar System formed. - Learn why seasonal changes occur in the UK and other regions on Earth. Acids and Alkalis Core Knowledge: - Understand that acids and alkalis are chemical opposites and their strength is measured using the pH scale (less than 7 is acidic, 7 is neutral, more than 7 is alkaline). - Explore how to use indicators, such as litmus and universal indicator,

	- Exploring processes like melting, boiling, freezing, and sublimation, alongside the energy changes involved. - Understand the concept of density and diffusion and the factors that affect them.	Consider the roles of skeleton, including looking in detail as its role in movement through the study of joints and antagonistic muscles	Understand how the amplitude and frequency of a sound wave affects its loudness and pitch.	Compare how the eye and the camera work.		help determine pH of a substance Explore the reactions between acid and metals and bases, called neutralisation reactions including what salt is produced.
English	Transition unit: Introduction to the Gothic Core knowledge/content: - Students will be introduced to the Gothic conventions a range of short stories, poetry and creative writing. - Key conventions include: the supernatural, science vs. religion, death and decay, atmosphere and setting, madness. - Literary and historical context for the Gothic to be covered and applied to a range of texts. Skills: - Students will learn to apply context, analyse language/structure, read for meaning and develop their creative writing (all threshold concepts to be covered).		Literary Heritage: Dracula Core knowledge/content: - Students will study Bram Stoker’s novel, Dracula, transfer their knowledge of the Gothic full literary heritage text. Context specific to this text will be applied. Skills: - Students will continue to identify Gothic conventions, apply context, analyse language/structure, read for meaning and write creatively (all threshold concepts to be covered).		Shakespeare: Hamlet Core knowledge/content: Students will study Hamlet to transfer their knowledge of the Gothic to a drama text. Skills: Students will continue to identify Gothic conventions, apply context, analyse language/structure, read for meaning and write creatively (all threshold concepts to be covered).	Film Core knowledge/content: Students will be introduced to different aspects of studying film including use of costume, props and camera angles. They will watch The Lion King, Hotel Transylvania and clips from other films to explore how the Gothic is presented in film. Skills: Students will continue to identify Gothic conventions, analyse language/structure, read for meaning and write creatively (all threshold concepts to be covered).
History	Skills in History (weeks 1 & 2) Equip students with historical thinking skills to analyse evidence, construct arguments, and evaluate causes and consequences. Core knowledge: - Essay writing and argument development - Usefulness and inference from sources - Cause, consequence, change, and continuity - Chronological understanding Crisis of 1066 and Norman Conquest (until Christmas)		Medieval Life and Religion Explore the nature of medieval society, the importance of religion, and life in towns and the countryside. Core knowledge: - Structure of medieval society - Role of the Church	The Black Death and Peasants’ Revolt Investigate the impact of the Black Death and the causes and consequences of the Peasants’ Revolt. Core knowledge: Causes, symptoms, and effects of the Black Death	The Tudors and the Reformation Examine the reigns of key Tudor monarchs and the religious changes of the period. Core knowledge: Henry VII and consolidation of power	Elizabethan England Understand the reign of Elizabeth I, the challenges she faced, and aspects of Tudor life. Core knowledge: - Key features of Elizabeth’s reign - Religious settlement and threats

	Understand the events of 1066, the battles for the English throne, and how the Normans established control. Core knowledge: - The contenders to the throne in 1066 - Key battles: Stamford Bridge and Hastings - Reasons for Norman victory - William's methods of control: castles, feudalism, Domesday Book, Harrying of the North		- Conditions in medieval towns - Thomas Becket and the Church–State conflict	- Impact on society and economy - Causes and events of the Peasants' Revolt - Role of key individuals	- Henry VIII's break from Rome and dissolution of the monasteries - The reigns of Edward VI and Mary I - The impact of the Reformation on England	- Daily life in Tudor England - Exploration and culture
Geography	Rivers - Understand the physical processes, ecosystems, and human interactions that shape and are influenced by river systems Core knowledge: - Introduction to physical geography - The water cycle - Drainage basins - River processes - River features and landforms	Where in the World - Spatial organisation and map skills. Core knowledge: - Introduction to human geography. - Continents - Oceans - Countries - Cities Longitude and latitude	Map Skills - Interpreting, analysing, and creating maps for understanding spatial relationships. Core knowledge: - Types of map - Map symbols and keys - Compass directions - Scale - Grid references	Settlements - Examine patterns, functions, development, and interactions with the environment and society. Core knowledge: - Urban vs rural areas - Types of settlements - Greenfield vs Brownfield sites - Patterns of settlements - Settlement functions - Urbanisation	Weather - Understanding atmospheric processes, weather patterns, and their impacts on the environment and human activities Core knowledge: - Difference between weather and climate - elements of weather - weather instruments and data collection - types of clouds - types of rainfall - weather in the UK - weather forecasting	Crime - Analysis of the spatial patterns, causes, and impacts of criminal activities and their relationship with social and environmental factors. Core knowledge: - What is crime? - patterns of crime - factors influencing crime - types of crime - mapping crime - impacts of crime - crime prevention - link between crime and geography
PSHE	Who am I and safety Who am I? and cultural diversity. A focus on personal safety in and outside of school, including how to administer first aid and perform CPR.	Developing skills and aspirations This unit focuses on exploring careers through Unifrog, teamwork and enterprise skills, and raising aspirations as student think to the future. Financial decision making	Diversity We explore the impact that prejudice, bullying and gender stereotypes have on society and how to overcome these.	Police County Challenge We explore a current topic set by Northamptonshire Police. Students learn to research, collate information, present and answer questions on their idea.	Health and puberty We explore the importance of healthy routines, influences on health, puberty, unwanted contact, and Female Genital Mutilation.	Building relationships Students explore the importance of self-worth, romance and friendships (including online) and how to set relationship boundaries.

Ethics and Philosophy	Belief and Belonging - Who am I? - Questions about God - What do people in the UK believe? - Does religion cause separation? - Are symbols part of our identity?	Festivals - Diwali - Christmas - Easter - Vaisaki - Eid - Holi - Pesach - Rosh Hashanah	Teachings of Jesus - Did the Historical Jesus exist? - Miracles of Jesus - Images of Jesus - Jesus: faith in action - What did justice mean to Jesus	Sikhism - Guru Nanak 10 Gurus - Gurdwara - Seva - Heroines and martyrs	Controversial Issues - Should humans eat animals - Is trophy hunting ethically justifiable? - Should the law be broken if you don't agree with it? - Should animals be kept in zoos - Can experimenting on animals for medical purposes be ethically justified?	
	Core Knowledge: - Understanding of personal identity - How major religions view God - Awareness of religious diversity Key ideas of tolerance, inclusion and prejudice	Core knowledge - Common themes across religions - Shared values - Universal human experience - Intercultural understanding Empathy and appreciation	Core knowledge - Historical versus theological approach to Jesus - Familiarity with sources - Religious symbolism and representation Connection between faith, action and ethics	Core knowledge - Religious literacy - Cultural awareness and respect - Critical thinking Personal growth and character building	Core knowledge - Critical thinking skills - Ethical reasoning - Empathy and perspective - Communication and debate Civic and social awareness	
Languages	Discovering the Language Learning key sound patterns and how to introduce yourself in another language.	My hobbies - Talking about our interests in detail. - Expressing preferences with extended sentences.	My family and friends Describing ourselves and others in detail.	Where I live Describing our home and town in two time frames (present and future tenses).	My life at school Giving details and expressing extended opinions on key aspects of school life.	Embracing diversity Being globally aware and culturally sensitive, understanding and respecting diverse traditions and customs.
	Core Knowledge: - Understanding phonetics and the alphabet. - Saying your name, age birthday and if you have pets. - Asking topic questions. - Talking about your origins and nationality. - Using the key verbs 'to have' and 'to be'. - Understanding gender and adjectival agreement.	Core Knowledge: - Further practice on phonics – reading aloud tasks. - Talking about free time activities. - Giving opinions on activities with reasons. - Saying what sports and activities we do according to the weather. - Understanding how to use and conjugate present tense regular verbs. - Using key irregular verbs.	Core Knowledge: - Further practice on phonics – reading aloud practice. - Saying who is in your family and who your friends are. - Using larger numbers (40-100) other people's age and birthdays. - Using possessive adjectives like 'my', 'your' and 'his/her'. - Describing my personality/appearance as well as someone else's. - Practising the verbs 'to have' and 'to be'.	Core Knowledge: - Further practice on Phonics. - Saying where you live. - Describing and expressing opinions on your house. - Describing and expressing opinions on your town (amenities). - Talking about your future plans and what you are going to do in town. - Understanding how to use and conjugate key verbs into the near future tense.	Core Knowledge: - Further practice on Phonics. - Describing your timetable. - Telling the time. - Giving justified opinions on your school subjects. - Describing the school facilities.	Core Knowledge: - Reinforcing phonics. - Reinforcing and Consolidating key grammar aspects covered over the year. - Exploring the French/Spanish speaking world. - Analysing and reviewing a French/Spanish film.

Art	Theme: Manmade objects - focusing on tools in a tool box. Artist Link: Jim Dine Core Knowledge: Observation drawing skills using; lines, shapes, tone and textured mark making. Media and techniques; pencil, graphite sticks, rubbers, frottage, stencils.	Theme: Manmade objects - focusing on tools in a tool box. Artist Link: Michael Craig-Martin Core Knowledge: Composition exploration; mixing up use of lines, shapes and textures. One piece using neutral tones the second exploring the use of colour. Media and techniques; pencil, graphite sticks, rubbers, frottage, wax resist	Theme: Natural Forms - focusing on shells. Core Knowledge: Observation drawing skills using; lines, shapes, tone and textured mark making. Composition exploration; using shapes, textured marks and natural organic patterns Media and techniques; pencil, graphite sticks, rubbers	Theme: Natural Forms - focusing on shells. Core Knowledge:. Composition exploration; using shapes, textured marks and natural organic patterns. Colour theory; warm and cold colours. Tints. Media and techniques; Painting with ready mix to blend colours and define pattern and texture detail. Fine liner.	Theme: Natural Forms - focusing on shells. Artists Links: Repeat pattern artists - William Morris and others Core Knowledge:. Repeat pattern development, use of line and shapes. Media and techniques; Block printing with polyprint tiles. Painting and fine liner to add detail to print design	Theme: Culture, animals and symbolism Artists Links: Aboriginal or other selected culture. Core Knowledge:. Use of symbolic marks and imagery. Media and techniques; Using a combination of media tried throughout the year plus; pencil crayons and water colours.
Dance	For Y7, the Dance curriculum is delivered through modules in PE					
Drama	Single lessons: Component 3 - Text in Performance - performance of 2 extracts from a published play as either a designer or performer. Core Knowledge: • Work collaboratively to generate, develop and communicate ideas • Develop a range of theatrical skills and apply them to create performance as a performer or designer • Ability to set aims and intentions Double lessons: Revision of Set Text - Around the World in 80 Days by Jules Verne Core Knowledge: • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Apply practical ideas in a written context		Part 1: Final Rehearsals and Performance of Component 3 - Text in Performance - End of January/Early February External Exam Core Knowledge: • Work collaboratively to generate, develop and communicate ideas • Develop a range of theatrical skills and apply them to create performance as a performer or designer • Ability to set aims and intentions Part 2: Revision of: Theatre Review - analysis of live theatre preparation for written exam. Core Knowledge: • Knowledge of Drama and Theatre • Analysis and evaluation of the work of live theatre makers		Revision: Part 1: Revision of Set Text - Around the World in 80 Days by Jules Verne and Multiple choice questions on Professional roles in theatre and theatre spaces. Core Knowledge: • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Apply practical ideas in a written context Part 2: Revision of: Theatre Review - analysis of live theatre preparation for written exam. Core Knowledge: • Knowledge of Drama and theatre • Analysis and Evaluation of the work of live theatre makers • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice	

Music	Keyboard Skills: Introduction to keyboard instruments, the elements of music and basic note reading (pitch and rhythm) Core Knowledge: - Identifying pitch (treble clef) - Identifying simple on beat rhythms - Understand the basics of each element of music, e.g. pitch - high/low, dynamics - loud/soft, tempo - fast/slow etc.		Folk Music Learn about contextual information and the stylistic features of Folk Music Develop performance skills, particularly accuracy and timing. Core Knowledge: - Understand where folk music comes from and the way it is constructed. - Play/sing simple folk melodies by ear and from notation. - Develop collaboration and arrangement skills. - Can perform in time with others	Gamelan Music Learn about contextual information and the stylistic features of Gamelan music Develop ensemble performance skills Compose a cyclic piece based on Javanese Gamelan Core Knowledge: - Understand where Gamelan music comes from and the way it is created. - Play simple parts on a variety of pitched percussion instruments. - Develop ensemble performance skills (timing/accuracy)	African Music Learn about contextual information and the stylistic features of African singing and African Drumming. Develop control when singing in multiple parts Develop drumming techniques. Core Develop: - Develop a strong understanding of rhythm and timing. - Create music in an African style Develop ensemble performance skills (Timing and Accuracy)	
	E-Safety: This module teaches our pupils how to stay safe online by creating strong passwords, recognising and avoiding social-engineering scams, identifying social-media threats, using AI tools responsibly, and confidently presenting their learning in an engaging, age-appropriate way. Core Knowledge: - Strong passwords - Social Engineering - Social Media	Programming (Makecode): In this Programming (MakeCode) module, pupils will master the MakeCode interface, code and animate sprites, add collision-based events, create scoring and win/loss mechanics, customise graphics, and ultimately design and present a unique video game of their own. Core Knowledge: - Event-driven programming - Loops - Variables	Computer Systems and Networks: Pupils will discover what a computer system is, learn the input-process-output-storage model, explore key hardware such as the CPU, RAM, storage devices and peripherals, distinguish between system and application software (including operating systems), compare primary and secondary storage from hard drives to the cloud, and understand how hardware	Algorithms, Data Representation and Logic: In this module, Year 7 pupils will build early algorithmic thinking by learning why computers use binary, converting between decimal, binary and hexadecimal, performing binary arithmetic, and discovering how text, images and sound are encoded (through ASCII, pixel grids and real-world hexadecimal colour codes) so they understand how data is stored and processed.	Programming: - In this Programming with Micro:bit module, our Year 7 pupils will set up the device, code LED displays, use buttons, sensors and sound, apply loops, conditions and variables, and then bring everything together to design and present their own interactive digital project. Core Knowledge: - Basic electronics - conditional logic - sensors - inputs/outputs.	Ethical, Environmental, Legal, Future Tech In this Ethical, Environmental and Future Technology module, our Year 7 pupils will explore the lifecycle of digital devices, the legal and ethical challenges of e-waste, energy use in data centres, and discover how green computing and emerging technologies can drive sustainable solutions to climate change. Core Knowledge: Critical thinking

	• Safe online behaviour • Presentation skills • Creating for a target audience • Safe use of AI	• Sprites • Basic debugging	and software work together to make technology function. Core Knowledge: • Identifying hardware components • Understanding software types • Recognising the interaction between hardware and software.	Core Knowledge: • Understanding and converting between number systems • Binary arithmetic • Recognising real-world applications of data representation.		• Research • Data analysis • Presenting findings
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Year 7: Design Technology Curriculum

NB: Specialisms are taught on a rotating basis so students will experience each specialism at differing points of the year			
Food	Graphics	Textiles	Timbers
Food Project: Making a range of dishes using different ingredients and use of different equipment. • Practical Skills: • Developing basic knife skills. • Learning how to use cooking equipment safely and hygienically. • Practicing basic cooking techniques like chopping, measuring, and using different heat sources. Fruit salad; croque monsieur; pasta salad; cheesy scones; Victoria sponge cake. • Introduction to food preparation , cooking and nutrition • Washing up • Basic cooking skills. Core Knowledge: • Personal Hygiene • Knife skills (claw or bridge technique) • Using equipment (hob, grill, oven)	Graphics Project: Pop-up Card • Introduction to the design process - Research, Specification, Design Ideas, Planning, Manufacture, Evaluation. • Introduction to H&S in a Graphics classroom - Safe use of knives and hazard awareness. Core Knowledge • Careers in graphics, product analysis/ mood board. • The use and text and how to incorporate it into a design. • Box, V-fold and flower mechanisms. • Embossing, die cutting and cutting by hand.. • Paper construction of a product.	Textiles: Pencil case • Introduction to the design process - Research, Specification, Design Ideas, Planning, Manufacture, Evaluation. • Introduction to H&S in a Textiles classroom - Safe use of sewing machines, sharp equipment and hazard awareness. Core Knowledge • Using a sewing machine, following different guides, • When and how to use straight and zig zag stitches, • Applique with ribbon, • Machine embroidery, • Hand embroidery, threading a needle, • Inserting zips • Understanding what a seam allowance it and how to accommodate in within the design, • Construction of pencil case.	Timbers - Flower Holder • Introduction to the design process - Research, Specification, Design Ideas, Planning, Manufacture, Evaluation • Introduction to H&S in the workshop - Safe use of hand tools and machinery, Hazard awareness Core Knowledge • Product Analysis • 1 Pt Perspective • Rendering • Annotation • Marking out • Hand tool skills

Year 7: PE Curriculum

Year 7 Subjects	Team games	Striking & Fielding	Athletics	Fitness	Racquet Activities	Swimming	Gymnastics	Dance	OAA
Physical Education	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:	Activities Covered:
	Netball / Basketball / Football	Cricket / Rounders	Athletics / Sports hall Athletics	Fitness Testing	Badminton / Table Tennis / Tennis	Strokes / Water Polo / Water safety	Gymnastics	Dance / Cheerleading	Team Building Orienteering
	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge
	Basic Skills	Basic Skills	Fundamental Skills	Components of Fitness	Basic Skills	Basic Techniques	Basic Skills and Movements	Movement and Technique	Basic Skills
	Tactics and Teamwork	Tactical Awareness	Techniques and Safety	Exercise Types	Movement and Positioning	Breathing and Body Position	Technique and Control	Choreographic Skills Expressive Qualities	Teamwork and Communication
	Rules and Fair Play	Rules and Scoring Teamwork and Communication.	Rules and Measurements	Health Benefits	Rules and Scoring	Safety Skills	Sequence Creation	Performance and Collaboration	Problem-Solving and Decision Making
	Fitness and Physical Literacy	Evaluation and Improvement	Fitness Components	Training Principles	Tactics and Strategy	Endurance and Fitness	Safety and Equipment	Evaluation and Refinement	Safety Awareness
			Self-Assessment and Improvement	Self-Monitoring	Fair Play and Communication	Evaluation and Improvement	Evaluation and Improvement		Physical and Mental Challenge