



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

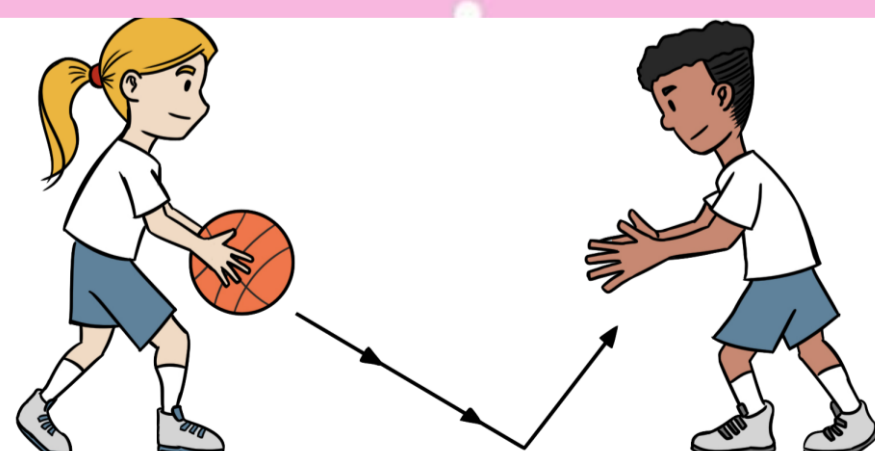
Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games	
Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- **Double dribble:** dribbling the ball with both hands at the same time or picking up the dribble and then dribbling again is a double dribble.
Violation: opponent's team takes the ball from nearest side line.
- **Traveling:** taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling. Violation: opponent's team takes the ball from nearest side line.
- **Out of hands:** you cannot knock the ball out of someone else's hands in any situation.

Key Vocabulary:

- | | | |
|------------------|--------------|------------|
| • referee | • set shot | • opponent |
| • double dribble | • possession | • rebound |
| • tactics | • conceding | • outwit |
| • set shot | • traveling | |
| • foul | • jump shot | |

Teacher Glossary

- Interception: catching a pass made by an opposing player
- Possession: when a team has the ball, they are in possession
- Marking: when a player defends an opponent
- Getting free: when an attacking player moves to lose their defender
- V dribble: dribbling the ball from one hand to the other usually used to get past a defender
- Protective dribbling: when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non dribbling arm out
- Foul: when a player contacts an opponent



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

Key Vocabulary:

- levels • actions • formation • timing
- phrase • performance • expression
- unison • posture • dynamics • canon
- choreograph • contrast • structure

Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.
- Performing, some good ideas:
 - Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
 - Help the audience to structure their feedback with positive comments first, followed by areas to improve.
 - Encourage pupils to use the correct dance terminology in their feedback.
 - Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

- Counts: A performer uses counts to stay in time with the music and / or other performers.
- Action: The movement a dancer does e.g. travel, jump, kick.
- Level: High, medium and low.
- Pathway: Designs traced in space (on the floor or in the air).
- Unison: Two or more dancers performing the same movement at the same time.
- Dynamics: How a movement is performed e.g. robotically, softly.
- Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.
- Space: The 'where' of movement such as levels, directions, pathways, shapes.
- Formation: Where dancers are in relation to each other.
- Canon: Performing the same movement, motif or phrase one after the other.
- Structure: The way in which a dance is ordered or organised.
- Phrase: A short sequence of linked movements.

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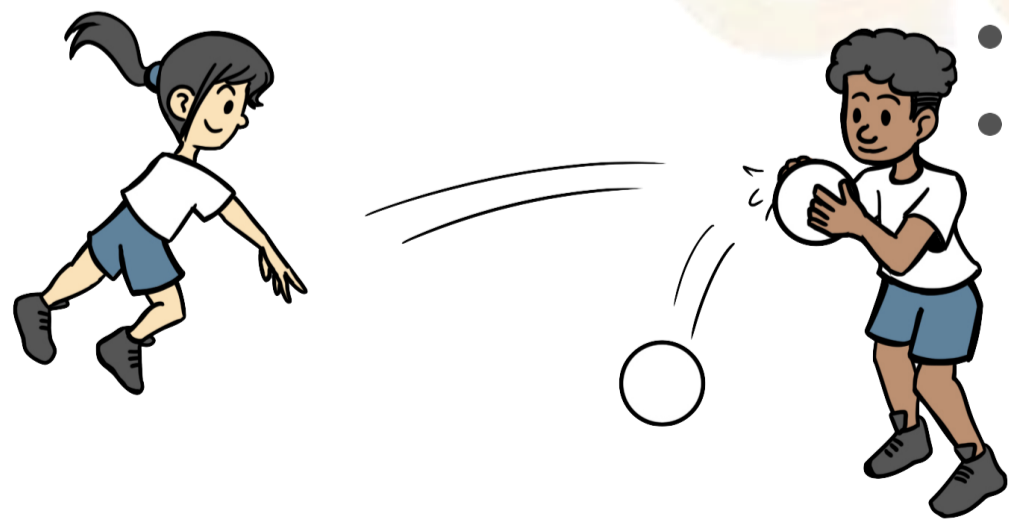
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- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination.
 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking

Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Leadership
- Emotional: Honesty
- Emotional: Determination
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying tactics



A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

Key Vocabulary:

- | | | |
|----------------|--------------|------------------|
| • pressure | • tactics | • opponent |
| • officiate | • referee | • fair play |
| • consistently | • outwit | • sportsmanship |
| • support | • tournament | • co-operatively |

Teacher Glossary

- Live Ball:** A "LIVE" ball is one that has not bounced or hit a wall/ceiling.
- End Zone:** The areas at the back of the court where players must stand at the start of a game.
- Target:** Any 'live' player on the opposing team.
- Dead Zone:** The area that runs through the centre of the court. Only a player's hands are allowed in the dead zone.



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- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Headstand
- Vault

Key Skills: S.E.T

- Social: Responsibility
- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



Ways to improve a sequence

- Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- Action: Include a variety of actions such as a jump, balance, travel, shape.
- Balance: Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- Body tension: Squeeze your muscles to create and hold strong clear shapes.
- Direction: Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- Speed: Vary the speed used within a sequence e.g. fast and slow.
- Pathway: Change the path that is used e.g. straight, L shaped, diagonal etc.
- Timing: Use canon and synchronisation in the performance.

Key Vocabulary:

- momentum • counter balance • aesthetics
- formation • synchronisation • stability
- inverted • progression • counter tension

Teacher Glossary

Counter balance: A balance where a person uses another person's weight to stay balanced by pushing against them.

Counter tension: A balance where a person uses another person's weight to stay balanced by pulling away from them.

Pathway: Designs traced in space (on the floor or in the air).

Inverted movement: An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

Canon: When performers complete the same physical action one after the other.

Synchronisation: When performers complete the same physical action at the same time.

Formation: Where you are in the space in relation to others.