



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, structure, space, emotion, matching, mirroring, transitions

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration and awareness of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Creating
- Thinking: Observing and providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting and applying skills

Key Vocabulary:

• levels • actions • formation • timing

• relationship • performance • expression

• unison • posture • dynamics • canon

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.

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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.
- 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

- Dribbling
- Passing
- Ball control
- Tracking / jockeying
- Turning
- Goalkeeping
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

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

- **Hand ball:** when a player handles the ball with any part of their arm.
- **Goal kick:** A goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- **Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- **A penalty kick:** is awarded if any of the above offences is committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:

- control
- tactics
- opponent
- intercepting
- possession
- tracking
- consistently
- conceding
- outwit
- pressure
- foul
- touch
- possession
- outwit

Teacher Glossary

- Interception:** intercepting 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
- Foul:** an act by a player that breaks the rules of the game
- Throw in:** A throw in is awarded when the whole of the ball passes over the side line, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball



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- 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
- Vault

Key Skills: S.E.T

- 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:

- **symmetrical**
- **asymmetrical**
- **extension**
- **rotation**
- **synchronisation**
- **canon**
- **inverted**
- **progression**
- **aesthetics**

Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Pathway:** Designs traced in space (on the floor or in the air).
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.
- 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.

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

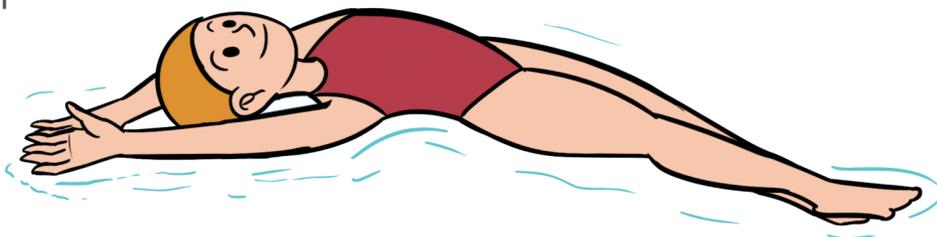
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Key Skills: Physical

- Rotation
- Sculling
- Treading water
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Surface dives
- Floating
- Huddle and H.E.L.P. position

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Emotional: Determination
- Thinking: Creating
- Thinking: Decision making
- Thinking: Using tactics



Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Vocabulary:

- | | | |
|------------------------|-----------------------|---------------------|
| • personal best | • flutter kick | • exhale |
| • somersault | • surface | • inhale |
| • endurance | • propel | • continuous |
| • streamline | • synchronised | • retrieve |

Teacher Glossary

Dolphin kick: A dolphin kick is usually used for the butterfly stroke. Created by whipping motion with the legs.

Body roll: When a swimmer rotates their body from side to side.

Glide: When a swimmer coasts with a pause in their stroke.

Stroke: A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

Flutter kick: A kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down with a slight bend in the knee on the upward movement.

Sculling: Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

Treading water: A survival technique used to keep the head above the water.



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Key Skills: Physical

- Throwing
- Catching
- Running
- Dodging
- Scoring

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusion
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills



Key Rules

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Key Vocabulary:

- defence
- opponent
- formation
- pressure
- receiver
- onside
- possession
- dictate
- turnover
- offside
- attack
- shut down
- support

Teacher Glossary

- Interception:** When a player takes possession of the ball away from the opposition as the ball is passed
- Possession:** When a team has the ball they are in possession
- Marking:** When a player defends an opponent
- Try line:** The line behind which a player must place the ball in order to score a try
- Formation:** The position in which a team stands
- Shut down:** When a defending player shuts down or limits the space or movement of the attacker
- Try:** The unit of scoring in tag rugby
- Tag:** When a player pulls the tag of the opposition who is in possession of the ball