



## Links to the PE National Curriculum

- 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.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Official Athletic Events

### Running

#### Sprinting

100m, 200m, 400m

#### Hurdles

#### Relay

#### Middle distance

800m, 1500m

#### Long distance

5,000, 10,000

#### Steeplechase

### Jumping

#### Long jump

Jump for distance

#### Triple jump

Jump for distance

#### High jump

Jump for height

#### Pole vault

Jump for height

### Throwing

#### Discus

Fling throw

#### Shot

Push throw

#### Hammer

Fling throw

#### Javelin

Pull throw

## Key Vocabulary:

speed • accurately • power • personal best

determination • further • faster

• control • strength • pace

## Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



## Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Teacher Glossary



**Push throw:** when the performer pushes the item through the air

**Pull throw:** when the performer pulls the item through the air

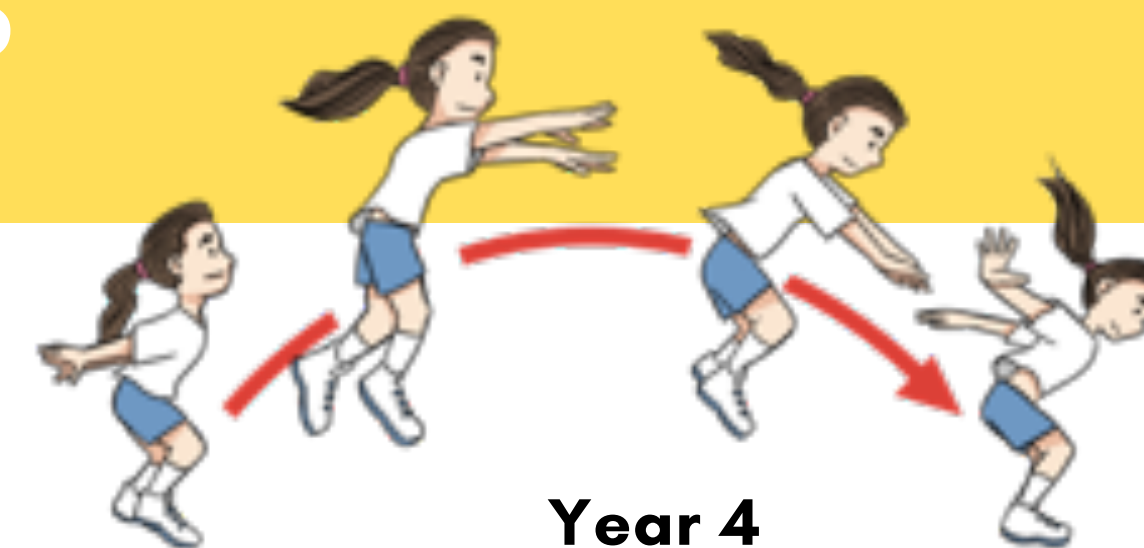
**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Leap:** take off on one foot and land on the other

**Changeover:** where a baton is passed from one person to another

# Where this unit sits



## Assessment Criteria

### Year 2

- I show balance and co-ordination when running at different speeds.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I can identify good technique.
- I can describe how my body feels during exercise.
- I try my best.

### Year 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

### Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

## Progression of Skills Ladder

**Other units that progress into this activity are:**

**Ball Skills**

**Fundamentals**

**Games**

**Running**  
Develop an understanding of speed and pace in relation to distance..

**Running**  
Develop power and speed in the sprinting technique.

**Year 4**

**Jumping**  
Develop technique when jumping for distance.

**Throwing**  
Explore power and technique when throwing for distance in a pull and heave throw.

### Running

Develop the sprinting technique and apply it to relay events.

**Year 3**

**Jumping**  
Develop technique when jumping for distance in a range of approaches and take off positions.

**Throwing**  
Explore the technique for a pull throw.

### Running

Develop the sprinting action. Explore rhythm when running over obstacles.

### Jumping

Develop jumping, hopping and skipping actions.

**Year 2**

**Jumping**  
Explore safely jumping for distance and height.

**Throwing**  
Develop overarm throwing for distance.





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- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles**
- Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

## Key Vocabulary:

**stamina** • **speed** • **pace** • **technique**

**determination** • **perseverance** • **officiate**

**power** • **accuracy** • **personal best** • **flight**

## Teacher Glossary

**Stamina:** the ability to sustain prolonged physical or mental effort

**Changeover:** where a baton is passed from one person to another

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

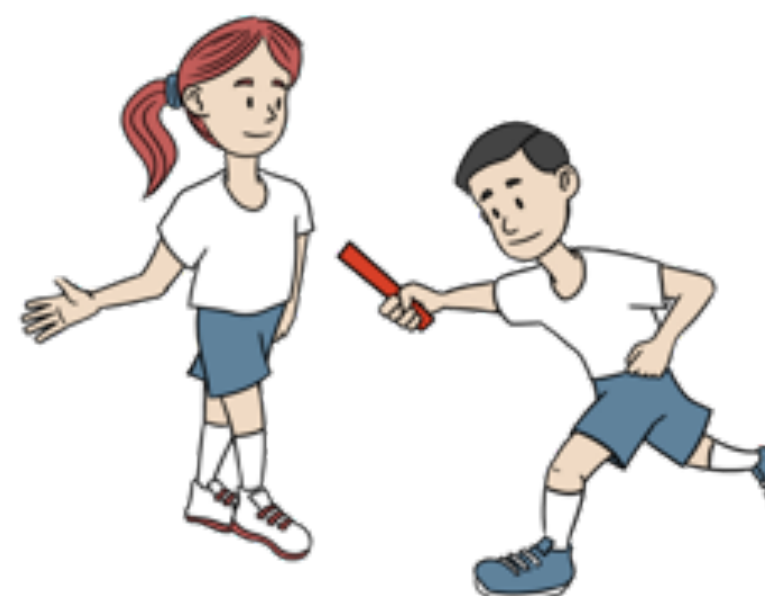
**Leap:** take off on one foot and land on the other

### Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance

### Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



# Where this unit sits



## Assessment Criteria

### Year 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

### Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

### Year 5

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance.

## Progression of Skills Ladder

Other units that progress into this activity are:

- Ball Skills
- Fundamentals
- Games

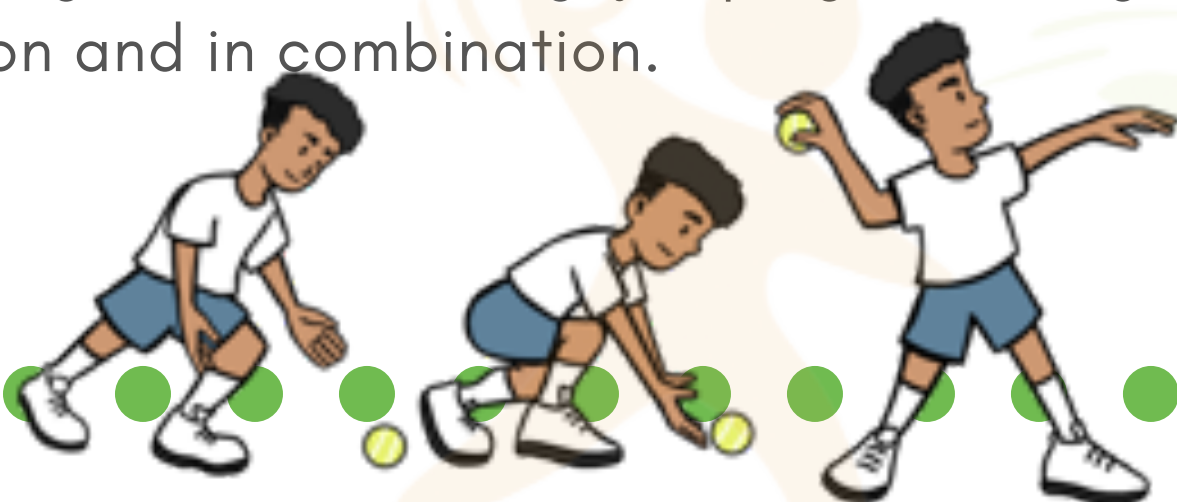
<p><b>Running</b> Apply fluency and coordination when running for speed in relay changeovers.</p>	<p><b>Running</b> Effectively apply speeds appropriate for the event.</p>	<p><b>Jumping</b> Develop power, control and consistency in jumping for distance.</p>	<p><b>Year 5</b></p>	<p><b>Jumping</b> Explore technique and rhythm in the triple jump.</p>	<p><b>Throwing</b> Develop technique and power in javelin and shot put.</p>	
<p><b>Running</b> Develop an understanding of speed and pace in relation to distance.</p>	<p><b>Running</b> Develop power and speed in the sprinting technique.</p>	<p><b>Running</b> Develop the sprinting technique and apply it to relay events.</p>		<p><b>Year 4</b></p>	<p><b>Jumping</b> Develop technique when jumping for distance.</p>	<p><b>Throwing</b> Explore power and technique when throwing for distance in a pull and heave throw.</p>
<p><b>Running</b> Develop the sprinting technique and apply it to relay events.</p>	<p><b>Running</b> Develop the sprinting technique and apply it to relay events.</p>	<p><b>Running</b> Develop the sprinting technique and apply it to relay events.</p>		<p><b>Year 3</b></p>	<p><b>Jumping</b> Develop technique when jumping for distance in a range of approaches and take off positions.</p>	<p><b>Throwing</b> Explore the technique for a pull throw.</p>





## Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- 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 use running, jumping, throwing and catching in isolation and in combination.



## Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



## Key Skills: S.E.T

- Social: Supporting others
- Social: Co-operation
- Social: Communication
- Social: Managing games
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Respect
- Emotional: Challenging self
- Thinking: Decision making
- Thinking: Developing tactics
- Thinking: Creativity

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Vocabulary:

- track
- bounce
- release
- consistency
- overhead
- receive
- chest
- select
- accurate
- persevere
- technique
- control

## Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

### Year 3

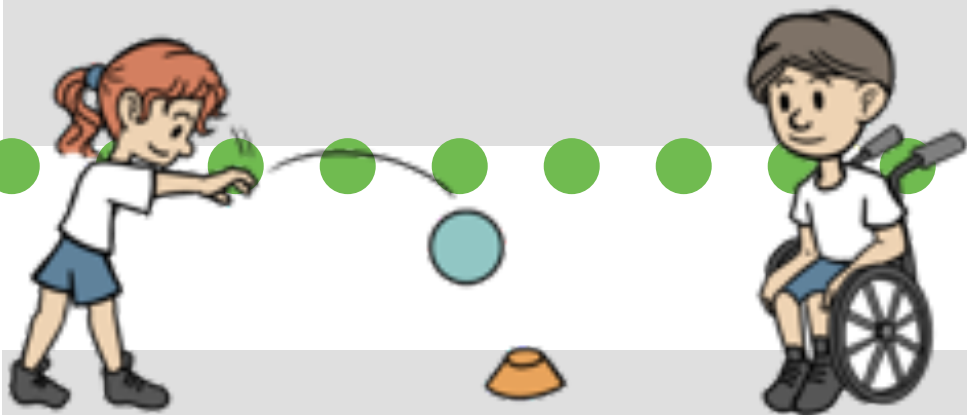
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can show a variety of throwing techniques.
- I can throw with accuracy and increasing consistency to a target.
- I can track the path of a ball that is not sent directly to me.

### Year 4

- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can consistently track the path of a ball that is not sent directly to me.
- I can dribble a ball with increasing control and co-ordination.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.

### Year 5

Assessment criteria for Invasion Net and Wall Striking and Fielding and Target Games units in Year 5



## Progression of Skills Ladder

<p><b>Sending</b> Demonstrate clear technique when sending a ball under pressure.</p>	<p><b>Catching</b> Demonstrate good technique under pressure.</p>	<p><b>Year 5</b></p>	<p><b>Tracking</b> Demonstrate a range of techniques when tracking and collecting a ball.</p>	<p><b>Dribbling</b> Dribble with some control under pressure.</p>
<p><b>Sending</b> Accurately use a range of techniques to send a ball to a target.</p>	<p><b>Catching</b> Catch different sized objects with increasing consistency with one and two hands.</p>	<p><b>Year 4</b></p>	<p><b>Tracking</b> Consistently track a ball sent directly and indirectly.</p>	<p><b>Dribbling</b> Dribble a ball with increasing control and co-ordination.</p>
<p><b>Sending</b> Send a ball with accuracy and increasing consistency to a target.</p>	<p><b>Catching</b> Catch a range of objects with increasing consistency.</p>	<p><b>Year 3</b></p>	<p><b>Tracking</b> Track a ball not sent directly.</p>	<p><b>Dribbling</b> Dribble a ball with hands and feet with control.</p>
<p><b>Sending</b> Roll, throw and kick a ball to hit a target.</p>	<p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Develop catching a range of objects with two hands.</li> <li>• Catch with and without a bounce.</li> </ul>	<p><b>Year 2</b></p>	<p><b>Tracking</b> Consistently track and collect a ball being sent directly.</p>	<p><b>Dribbling</b> Dribble a ball with hands and feet with some control.</p>





## 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
- Changing direction and speed
- Shooting

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- 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 called 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 called 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:

- travelling
- v dribble
- opponent
- opposition
- double dribble
- receiver
- tracking
- possession
- playing area
- rebound

## 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



# Where this unit sits

## Assessment Criteria

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Year 2**

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

**Year 3**

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games
- Ball Skills
- Fundamentals
- Invasion Games
- Sending and Receiving**

### Sending & receiving

Develop control when S&R under pressure.

### Dribbling

Select and apply a variety of dribbling techniques to game situations.

**Year 5**

### Attacking

Explore creating tactics with others and applying them to game situations.

### Defending

Develop tracking and marking with a variety of techniques and increased success.

### Space

Move to create space for themselves and others in their team.

### Sending & receiving

Develop passing to a teammate using a variety of techniques appropriate to the game.

### Dribbling

Develop control whilst dribbling under pressure.

**Year 4**

### Attacking

Develop decision making around when to pass and when to shoot.

### Defending

Develop defending one on one and know when to win the ball.

### Space

Move into space to help their team keep possession and score goals.

### Sending & receiving

Explore S&R abiding by the rules of the game.

### Dribbling

Explore dribbling the ball abiding by the rules of the game under some pressure.

**Year 3**

### Attacking

Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.

### Defending

Track opponents to limit their scoring opportunities.

### Space

Develop moving with a ball towards goal with some control.

### Sending & receiving

Developing S&R with increased control.

### Dribbling

Explore dribbling with hands and feet with increasing control on the move.

**Year 2**

### Attacking

Developing moving into space away from defenders.

### Defending

Explore staying close to other players to try and stop them getting the ball.

### Space

Explore moving with a ball towards goal.





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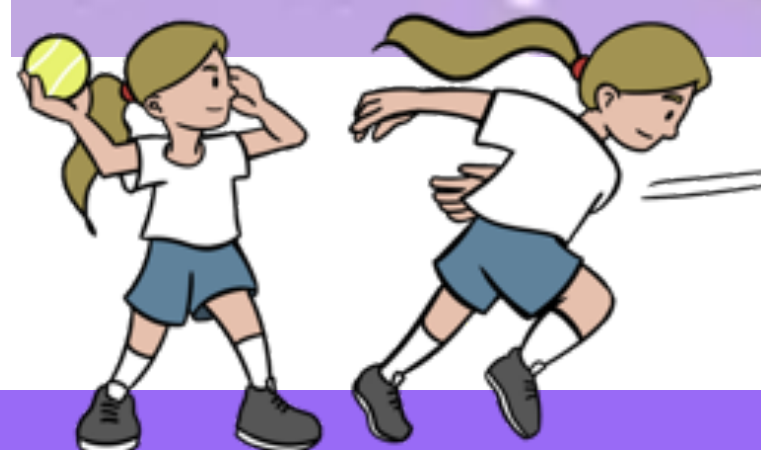
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

- runs
- strike
- fielding
- stance
- grip
- technique
- retrieve
- stumped
- wicket
- batting
- wicket keeper
- bowl
- two-handed pick up
- short barrier

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Wicket Keeper:** The player on the fielding side who stands behind the wicket.

**Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.



# Where this unit sits



## Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

## Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I work co-operatively with my group to self-manage games.

## Assessment Criteria

## Year 4

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

## Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

## Progression of Skills Ladder

**Other units that progress into this activity are:**

**Games**  
**Ball Skills**  
**Fundamentals**  
**Striking and Fielding**  
**Sending and Receiving**

<p><b>Striking</b> Explore defensive and driving hitting techniques and directional batting.</p>	<p><b>Fielding</b> Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p>	<p><b>Year 5</b></p> <p><b>Year 4</b></p> <p><b>Year 3</b></p> <p><b>Year 2</b></p>	<p><b>Throwing</b> Demonstrate clear technique when using a variety of throws under pressure.</p>	<p><b>Catching</b> Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
<p><b>Striking</b> Develop batting technique consistent with the rules of the game.</p>	<p><b>Fielding</b> Develop bowling with some consistency, abiding by the rules of the game.</p>		<p><b>Throwing</b> Use overarm and underarm throwing with increased consistency in game situations.</p>	<p><b>Catching</b> Beginning to catch with one and two hands with some consistency in game situations.</p>
<p><b>Striking</b> Begin to strike a bowled ball using different equipment.</p>	<p><b>Fielding</b> Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>		<p><b>Throwing</b> Use overarm and underarm throwing in game situations.</p>	<p><b>Catching</b> Catch with some consistency in game situations.</p>
<p><b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.</p>	<p><b>Fielding</b> Understand that there are different roles within a fielding team.</p>		<p><b>Throwing</b> Develop coordination and technique when throwing over and underarm.</p>	<p><b>Catching</b> Catch with two hands with some coordination and technique.</p>



## 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

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



## Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

## 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.

## Key Vocabulary:

- unison
- explore
- create
- feedback
- perform
- timing
- levels
- flow
- dynamics
- expression
- actions

## 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.
- Canon:** Performing movements one after the other.
- Formation:** where dancers are in relation to each other.
- Dynamics:** How a movement is performed e.g. robotically, softly.

# Where this unit sits



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

### Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

### Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

## Progression of Skills Ladder

<p><b>Actions</b> Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p><b>Dynamics</b> Change dynamics confidently within a performance to express changes in character.</p>	<p><b>Year 4</b></p>	<p><b>Space</b> Confidently use changes in level, direction and pathway.</p>	<p><b>Relationships</b> Use action and reaction to represent an idea.</p>	<p><b>Performance</b> Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
<p><b>Actions</b> Create actions in response to a stimulus individually and in groups.</p>	<p><b>Dynamics</b> Use dynamics effectively to express an idea.</p>	<p><b>Year 3</b></p>	<p><b>Space</b> Use directions to transition between formations.</p>	<p><b>Relationships</b> Develop an understanding of formations.</p>	<p><b>Performance</b> Perform short, self-choreographed phrases showing and awareness of timing.</p>
<p><b>Actions</b> Accurately remember, repeat and link actions to express an idea.</p>	<p><b>Dynamics</b> Develop an understanding of dynamics.</p>	<p><b>Year 2</b></p>	<p><b>Space</b> Develop the use of pathways and travelling actions to include levels.</p>	<p><b>Relationships</b> Explore working with a partner using unison, matching and mirroring.</p>	<p><b>Performance</b> Develop the use of facial expressions in their performance.</p>





## 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

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance
- Technique

### Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

### Key Vocabulary:

- space • action • levels • timing
- reaction • performance • dynamics
- unison • represent • expression

## 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.

**Canon:** Performing movements one after the other.

**Formation:** where dancers are in relation to each other.

# Where this unit sits



## Assessment Criteria

### Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

### Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

### Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

## Progression of Skills Ladder

<p><b>Actions</b></p> <p>Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.</p>	<p><b>Dynamics</b></p> <p>Confidently use dynamics to express different dance styles.</p>	<p><b>Year 5</b></p>	<p><b>Space</b></p> <p>Use direction and patterning to express different dance styles.</p>	<p><b>Relationships</b></p> <p>Confidently use formations, canon and unison to express a dance idea.</p>	<p><b>Performance</b></p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>
<p><b>Actions</b></p> <p>Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p><b>Dynamics</b></p> <p>Change dynamics confidently within a performance to express changes in character.</p>	<p><b>Year 4</b></p>	<p><b>Space</b></p> <p>Confidently use changes in level, direction and pathway.</p>	<p><b>Relationships</b></p> <p>Use action and reaction to represent an idea.</p>	<p><b>Performance</b></p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
<p><b>Actions</b></p> <p>Create actions in response to a stimulus individually and in groups.</p>	<p><b>Dynamics</b></p> <p>Use dynamics effectively to express an idea.</p>	<p><b>Year 3</b></p>	<p><b>Space</b></p> <p>Use directions to transition between formations.</p>	<p><b>Relationships</b></p> <p>Develop an understanding of formations.</p>	<p><b>Performance</b></p> <p>Perform short, self-choreographed phrases showing and awareness of timing.</p>





## 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.
- 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: Communication
- Social: Collaboration
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying skills

## A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball that they have thrown. So, if a player throws it and their opponent catches it cleanly, then the player who threw it is out and one of their opponents' team is allowed 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:

- throw
- catch
- possession
- opposition
- dodge
- rules
- court
- defend
- attack
- protect
- block
- caught
- communicate

## 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.



## Assessment Criteria

### Year 2

- I am able to select the appropriate skill for the situation.
- I can throw, roll kick or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

### Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.

### Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can throw accurately at a target.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

## Progression of Skills Ladder

### Other units that progress into this activity:

- Games
- Ball Skills
- Fundamentals
- Target Games
- Sending & Receiving

<p><b>Throwing</b> Demonstrate clear technique when throwing under pressure.</p>	<p><b>Catching</b> Demonstrate good technique and consistency in catching skills under pressure.</p>	<b>Year 5</b>	<p><b>Striking (Golf)</b> Develop a wider range of striking techniques and begin to use them under pressure.</p>
<p><b>Throwing</b> Throw with increasing accuracy and success in game situations.</p>	<p><b>Catching</b> Catch with increasing consistency in game situations.</p>	<b>Year 4</b>	<p><b>Striking (Golf)</b> Explore striking techniques appropriate to the situation.</p>
<p><b>Throwing</b> Explore throwing at a moving target.</p>	<p><b>Catching</b> Build the confidence to attempt catching in game situations.</p>	<b>Year 3</b>	<p><b>Striking (Golf)</b> Begin to explore striking a ball with sport specific equipment.</p>
<p><b>Throwing Overarm</b> Develop co-ordination and technique when throwing overarm at a target.</p>		<b>Year 2</b>	<p><b>Throwing Underarm</b> Develop co-ordination and technique when throwing underarm at a target.</p>





## Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

## Key Vocabulary:

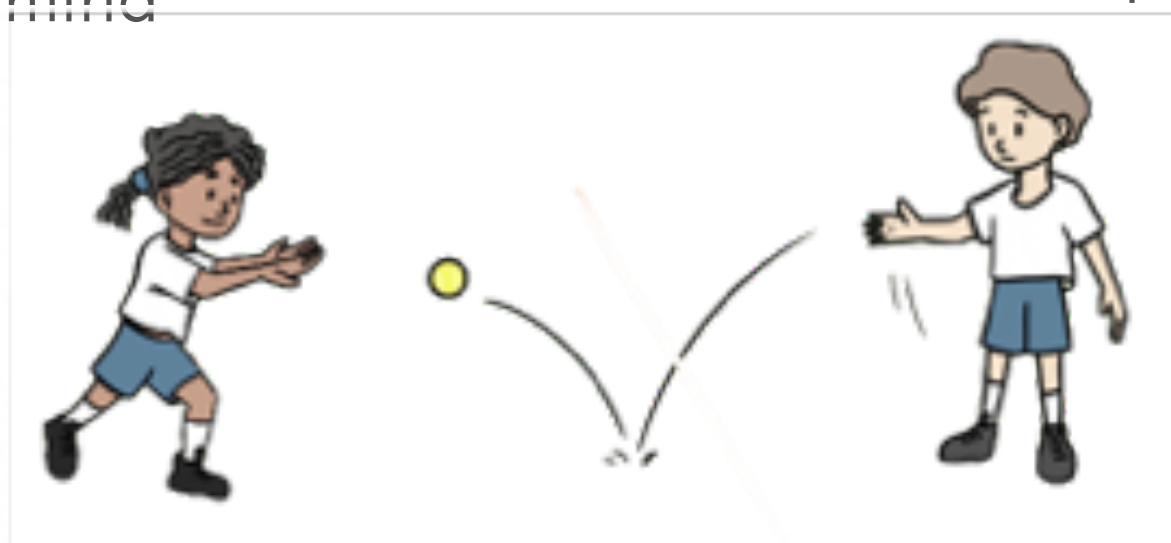
- |                 |           |            |
|-----------------|-----------|------------|
| • fitness       | • speed   | • strength |
| • balance       | • pace    | • steady   |
| • agility       | • control | • progress |
| • co-ordination | • muscle  | • stamina  |

## Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

## Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



## Teacher Glossary

**Agility:** The ability to change direction quickly and easily.

**Balance:** The ability to stay upright or stay in control of body movement.

**Co-ordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

**Stamina:** The ability to move for sustained periods of time.

**Power:** Speed and strength combined.

# Where this unit sits



## Assessment Criteria

### Year 2

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

### Year 3

- I can collect and record my scores, recognising my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand that there are different areas of fitness.

### Year 4

- I can collect and record my scores and identify areas I need to improve.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

### Year 5

- I can analyse my fitness scores to identify areas for improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

## Progression of Skills Ladder

	Agility	Balance	Coordination	Year 5	Speed	Strength	Stamina
Year 5	Demonstrate improved body posture and speed when changing direction.	Change their body position to maintain a controlled centre of gravity.	Demonstrate increased speed when coordinating their bodies.		Identify the best pace for a set distance or time.	Demonstrate increased technique in body weight exercises.	Use their breath to increase their ability to move for sustained periods of time.
Year 4	Show balance when changing direction at speed.	Show control whilst completing activities which challenge balance.	Explore increased speed when coordinating their bodies.		Demonstrate improved sprinting technique.	Identify activities which help to strengthen different muscle groups.	Demonstrate using their breath to maintain their work rate.
Year 3	Show balance when changing direction.	Explore more complex activities which challenge balance.	Can coordinate their bodies with increased consistency in a variety of activities.		Explore sprinting technique.	Explore building strength in different muscle groups.	Explore using their breath to increase their ability to work for longer periods of time.
Year 2	Demonstrate improved technique when changing direction on the move.	Demonstrate increased balance whilst travelling along and over equipment.	Perform actions with increased control when coordinating their body with and without equipment.		Can demonstrate running at different speeds.	Demonstrate increased control in body weight exercises.	Show an ability to work for longer periods of time.

Other units that progress into this activity are:

Gymnastics

Fundamentals





## Links to the PE National Curriculum

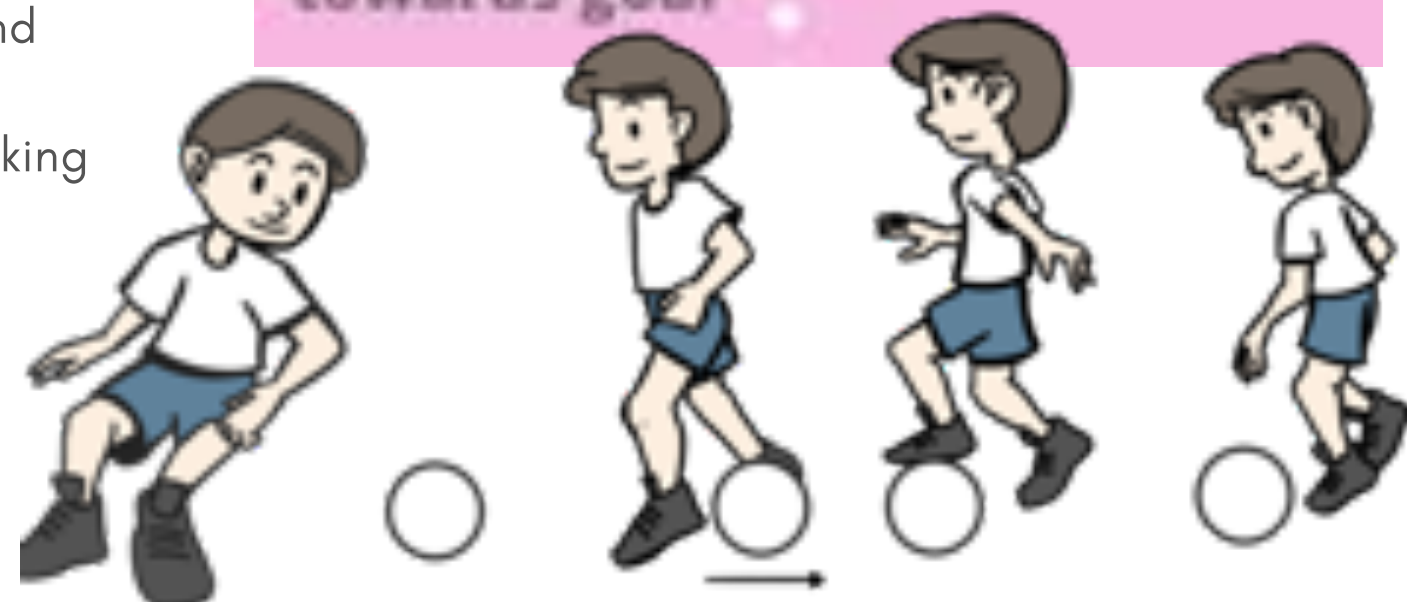
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how 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

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

### Key Skills: S.E.T

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



## Key Rules

- **Handball:** 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 are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

## Key Vocabulary:

- goal keeper
- opponent
- opposition
- dribbling
- defender
- attacker
- communicate
- tracking
- control
- tackle
- outside
- possession
- inside
- available

## 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 lines, 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



# Where this unit sits

## Assessment Criteria

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Year 2**

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

**Year 3**

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games**
- Ball Skills**
- Fundamentals**
- Invasion Games**
- Sending and Receiving**

		<b>Year 5</b>			
<b>Sending &amp; receiving</b> Develop control when S&R under pressure.	<b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.		<b>Attacking</b> Explore creating tactics with others and applying them to game situations.	<b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.	<b>Space</b> Move to create space for themselves and others in their team.
<b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.	<b>Dribbling</b> Develop control whilst dribbling under pressure.	<b>Year 4</b>	<b>Attacking</b> Develop decision making around when to pass and when to shoot.	<b>Defending</b> Develop defending one on one and know when to win the ball.	<b>Space</b> Move into space to help their team keep possession and score goals.
<b>Sending &amp; receiving</b> Explore S&R abiding by the rules of the game.	<b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.	<b>Year 3</b>	<b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	<b>Defending</b> Track opponents to limit their scoring opportunities.	<b>Space</b> Develop moving with a ball towards goal with some control.
<b>Sending &amp; receiving</b> Developing S&R with increased control.	<b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.	<b>Year 2</b>	<b>Attacking</b> Developing moving into space away from defenders.	<b>Defending</b> Explore staying close to other players to try and stop them getting the ball.	<b>Space</b> Explore moving with a ball towards goal.





## 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 use running, jumping, throwing and catching in isolation and in combination

## What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

### Key Vocabulary:

- |                     |                        |                   |
|---------------------|------------------------|-------------------|
| • <b>distance</b>   | • <b>control</b>       | • <b>pace</b>     |
| • <b>technique</b>  | • <b>momentum</b>      | • <b>rhythm</b>   |
| • <b>accelerate</b> | • <b>co-ordination</b> | • <b>tension</b>  |
| • <b>decelerate</b> | • <b>stability</b>     | • <b>transfer</b> |

### Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



### Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

## Teacher Glossary

- Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
- Jump:** Take off and land on two feet.
- Hop:** Take off on one foot and land on the same foot.
- Accelerate:** Speed up.
- Decelerate:** Slow down. Used when stopping or turning.
- Tension:** using body tension to help to balance when stopping or landing.

# Where this unit sits

## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

### Year 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

### Year 4

- I can change direction quickly under pressure.
- I can explain what happens when I exercise.
- I can identify when I was successful and what I need to do to improve.
- I can link hopping and jumping actions with other fundamental skills.
- I can work with others to complete skipping challenges.
- I demonstrate good balance and control when performing other fundamental skills.
- I understand and can demonstrate how and when to speed up and slow down when running.



## All Year 5 Assessment Criteria



## Progression of Skills Ladder

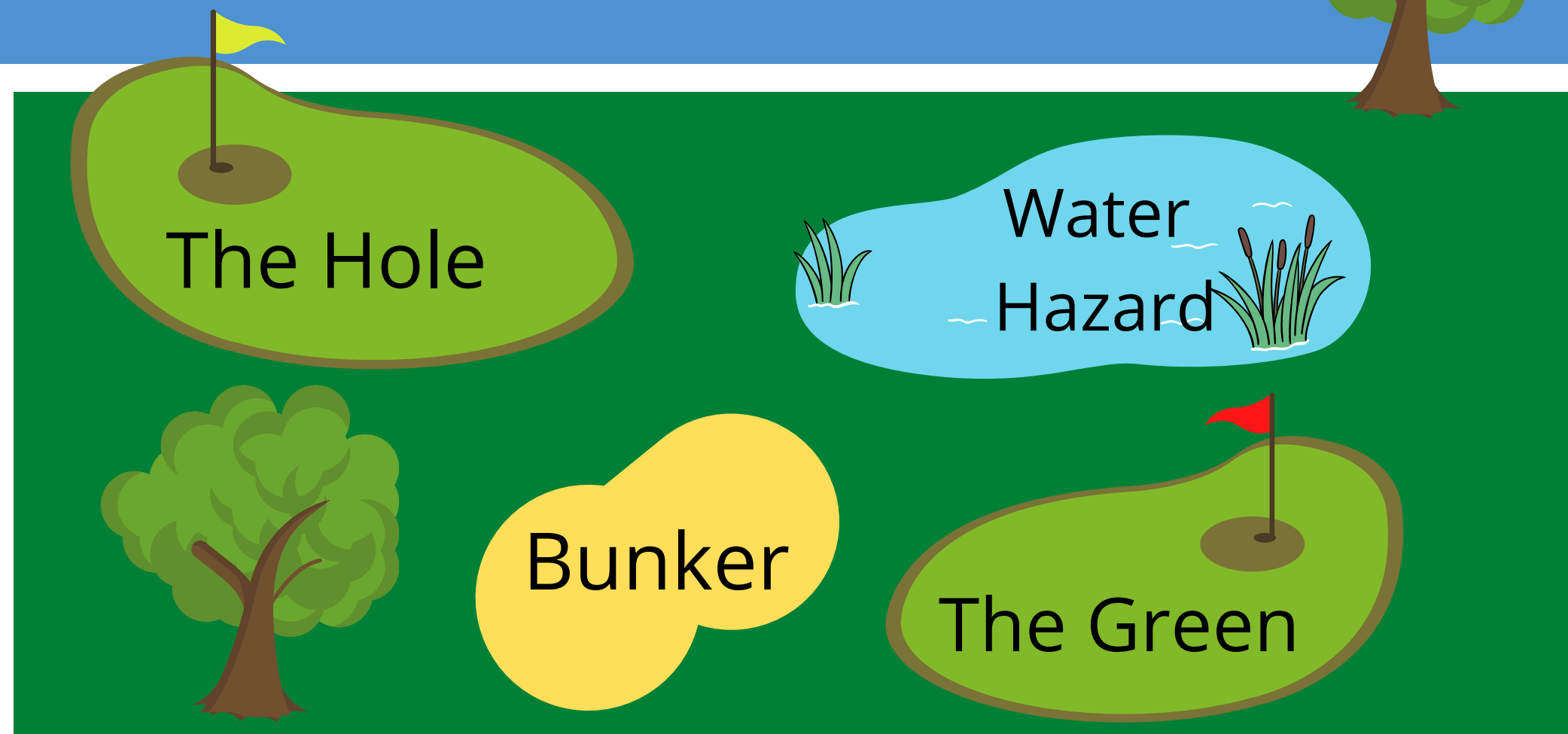
<p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Demonstrate improved body posture and balance when changing direction.</li> <li>• Accelerate and decelerate appropriately for the situation.</li> </ul>	<p><b>Balance</b></p> <p>Consistently demonstrate good balance when performing other fundamental skills.</p>	<p><b>Year 5</b></p>	<p><b>Jumping and hopping</b></p> <p>Demonstrate good technique and co-ordination when linking jumps.</p>	<p><b>Skipping</b></p> <p>Show a range of skills when skipping in a rope.</p>	
<p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Change direction quickly under pressure.</li> <li>• Demonstrate when and how to accelerate and decelerate.</li> </ul>	<p><b>Balance</b></p> <p>Demonstrate good balance and control when performing other fundamental skills.</p>		<p><b>Year 4</b></p>	<p><b>Jumping and hopping</b></p> <p>Link hopping and jumping actions with other fundamental skills.</p>	<p><b>Skipping</b></p> <p>Consistently skip in a rope.</p>
<p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Change direction quickly.</li> <li>• Understand and show how the body moves at different speeds.</li> </ul>	<p><b>Balance</b></p> <p>Demonstrate balance when performing other fundamental skills.</p>	<p><b>Year 3</b></p>	<p><b>Jumping and hopping</b></p> <p>Link jumping and hopping actions.</p>	<p><b>Skipping</b></p> <p>Jump and turn a skipping rope.</p>	
<p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Demonstrate balance when changing direction.</li> <li>• Clearly show different speeds when running.</li> </ul>	<p><b>Balance</b></p> <p>Demonstrate balance when performing movements.</p>	<p><b>Year 2</b></p>	<p><b>Jumping</b></p> <p>Demonstrate jumping for distance, height and in different directions.</p>	<p><b>Hopping</b></p> <p>Demonstrate hopping for distance, height and in different directions.</p>	<p><b>Skipping</b></p> <p>Explore single and double bounce when jumping in a rope.</p>





## 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.
- Pupils should be taught to:
- play competitive games, modified where appropriate



## Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking

## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Working safely with and around others
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths
- Thinking: Identifying weaknesses
- Thinking: Creativity



## Key Vocabulary:

- |              |          |            |            |
|--------------|----------|------------|------------|
| • rules      | • putt   | • drive    | • club     |
| • strike     | • target | • course   | • distance |
| • least      | • align  | • putter   | • tee      |
| • accurately | • swing  | • chipping |            |

## Teacher Glossary

**Putt:** A putt is a short shot played when the ball is on the green (near the hole).

**Chipping:** Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.

**Drive:** A drive focuses on sending the ball a long distance to get the ball closer to the green.

**Tee:** A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.

# Where this unit sits



## Assessment Criteria

### Year 2

- I can use an underarm throw to hit a target with some success.
- I can use an overarm throw to hit a target with some success.
- I am beginning to select the appropriate throw for the target.
- I understand what good technique looks like and can use key words in the feedback I provide.
- I can describe how my body feels during exercise.
- I can work co-operatively with a partner and a small group.

### Year 3

- I can hold all equipment correctly.
- I can provide feedback using key words.
- I can strike the ball with some accuracy.
- I can work on my own, with a partner and as a team.
- I mostly have the correct stance for putting.
- I show balance when striking the ball.
- I understand the aim of the game.

### Year 4

- I can hold all equipment correctly.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can show how to aim using a putting club.
- I can strike a ball with increasing consistency.
- I can use different actions for different shots.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can hold all equipment correctly depending on the shot I am using.
- I can identify different areas of the golf course.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand there are different skills for different situations and I am beginning to use these

## Progression of Skills Ladder

Other units that progress into this activity:

- Games
- Ball Skills
- Target Games
- Striking & Fielding
- Sending & Receiving

<p><b>Throwing</b> Demonstrate clear technique when throwing under pressure.</p>	<p><b>(Dodgeball) Catching</b> Demonstrate good technique and consistency in catching skills under pressure.</p>	<b>Year 5</b>	<p><b>Striking</b> Develop a wider range of striking techniques and begin to use them under pressure.</p>
<p><b>Throwing</b> Throw with increasing accuracy and success in game situations.</p>	<p><b>(Dodgeball) Catching</b> Catch with increasing consistency in game situations.</p>	<b>Year 4</b>	<p><b>Striking</b> Explore striking techniques appropriate to the situation.</p>
<p><b>Throwing</b> Explore throwing at a moving target.</p>	<p><b>(Dodgeball) Catching</b> Build the confidence to attempt catching in game situations.</p>	<b>Year 3</b>	<p><b>Striking</b> Begin to explore striking a ball with sport specific equipment.</p>
<p><b>Throwing Overarm</b> Develop coordination and technique when throwing overarm at a target.</p>		<b>Year 2</b>	<p><b>Throwing Underarm</b> Develop coordination and technique when throwing underarm at a target.</p> <p><b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.</p>



## 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 [for example, through athletics and gymnastics]

## Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

## Key Skills: S.E.T

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



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **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.

## Key Vocabulary:

- matching
- contrasting
- sequence
- direction
- interesting
- flow
- explore
- control
- shape
- create

## Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- 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.

# Where this unit sits



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

### Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

### Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

## Progression of Skills Ladder

<p><b>Shapes</b> Develop the range of shapes they use in their sequences.</p>	<p><b>Inverted movements</b> Develop strength in bridge and shoulder stand.</p>	<p><b>Balances</b> Develop control and fluency in individual and partner balances.</p>	<p><b>Year 4</b></p>	<p><b>Rolls</b> Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p><b>Jumps</b> Develop control in performing and landing rotation jumps.</p>
<p><b>Shapes</b> Explore matching and contrasting shapes.</p>	<p><b>Balances</b> Explore point and patch balances and transition smoothly into and out of them.</p>		<p><b>Year 3</b></p>	<p><b>Rolls</b> Develop the straight, barrel, and forward roll.</p>	<p><b>Jumps</b> Develop stepping into shape jumps with control.</p>
<p><b>Shapes</b> Explore using shapes in different gymnastic balances.</p>	<p><b>Balances</b> Remember, repeat and link combinations of gymnastic balances.</p>		<p><b>Year 2</b></p>	<p><b>Rolls</b> Explore barrel, straight and forward roll and put into sequence work.</p>	<p><b>Jumps</b> Explore shape jumps and take off combinations.</p>



## 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 [for example, through athletics and gymnastics].

## Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

## 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.

## Key Vocabulary:

- technique
- quality
- sequence
- perform
- rotation
- extension
- apparatus
- inverted
- shape

## Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- 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.
- 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.

# Where this unit sits



## Assessment Criteria

### Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

### Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

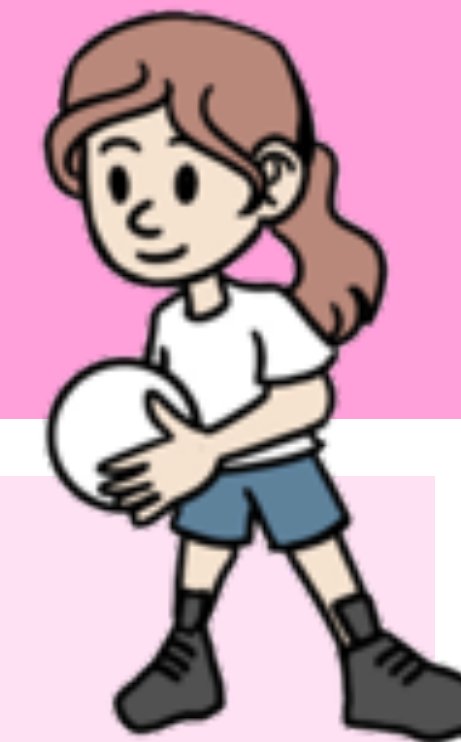
### Year 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

## Progression of Skills Ladder

<p><b>Shapes</b> Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p>	<p><b>Inverted movements</b> Explore progressions of a cartwheel.</p>	<p><b>Balances</b> Explore symmetrical and asymmetrical balances.</p>	<p><b>Year 5</b></p>	<p><b>Rolls</b> Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p>	<p><b>Jumps</b> Select a range of jumps to include in sequence work.</p>
<p><b>Shapes</b> Develop the range of shapes they use in their sequences.</p>	<p><b>Inverted movements</b> Develop strength in bridge and shoulder stand.</p>	<p><b>Balances</b> Develop control and fluency in individual and partner balances.</p>	<p><b>Year 4</b></p>	<p><b>Rolls</b> Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p><b>Jumps</b> Develop control in performing and landing rotation jumps.</p>
<p><b>Shapes</b> Explore matching and contrasting shapes.</p>	<p><b>Balances</b> Explore point and patch balances and transition smoothly into and out of them.</p>	<p><b>Year 3</b></p>	<p><b>Rolls</b> Develop the straight, barrel, and forward roll.</p>	<p><b>Jumps</b> Develop stepping into shape jumps with control.</p>	





## 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

- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

### Key Skills: S.E.T

- Social: Working Safely
- Social: Communication
- Social: Respect
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies
- 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

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

## Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- possession
- grip
- interception
- protect
- fluid
- defence
- mark
- double dribble
- attack

## Teacher Glossary

**Interception:** when a player takes possession of the ball away from the opposition as the ball is passed

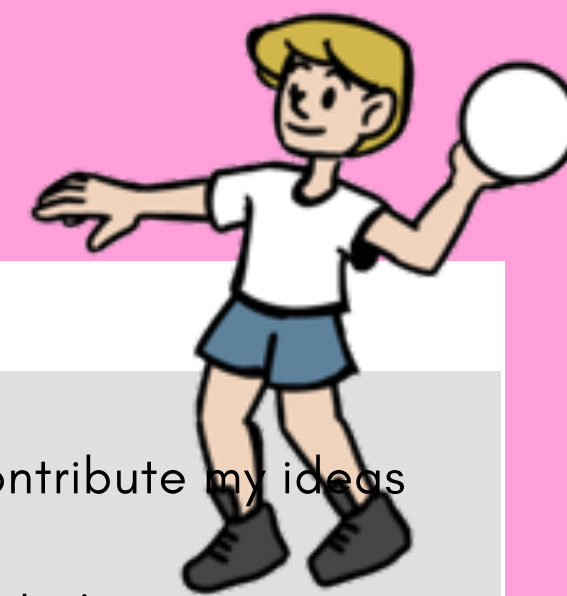
**Possession:** when a team has the ball they are in possession

**Marking:** when a player defends an opponent

**Principle:** these are the attacking and defending foundations that make up a game. Please see principles on the left.



# Where this unit sits



## Assessment Criteria

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Year 2**

- I am learning the rules of the game and am beginning to use them honestly.
- I can defend an opponent to slow them down.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can throw, catch, dribble and shoot the ball with some control.
- I understand my role both as a defender and as an attacker.
- I work co-operatively with my group to self-manage games.

**Year 3**

- I can self-manage a match with my teammates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

**Year 4**

- I can lead others and contribute my ideas to group work.
- I use feedback provided to improve my work.
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate with my team and move into space to help to maintain possession.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules and can apply them honestly most of the time including when refereeing.

**Year 5**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games
- Ball Skills
- Fundamentals
- Invasion Games
- Sending and Receiving

<p><b>Sending &amp; receiving</b> Develop control when S&amp;R under pressure.</p>	<p><b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.</p>	<p><b>Year 5</b></p>	<p><b>Attacking</b> Explore creating tactics with others and applying them to game situations.</p>	<p><b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.</p>	<p><b>Space</b> Move to create space for themselves and others in their team.</p>
<p><b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p><b>Dribbling</b> Develop control whilst dribbling under pressure.</p>	<p><b>Year 4</b></p>	<p><b>Attacking</b> Develop decision making around when to pass and when to shoot.</p>	<p><b>Defending</b> Develop defending one on one and know when to win the ball.</p>	<p><b>Space</b> Move into space to help their team keep possession and score goals.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p><b>Year 3</b></p>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.</p>	<p><b>Year 2</b></p>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>





## 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

- Passing
- Dribbling
- Receiving
- Intercepting
- Tackling

## Key Skills: S.E.T

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



## Key Rules

- **Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.
- **Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.
- **High stick:** When a player attempts to play at any high ball (over knee height) with the stick.
- **Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

## Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- grip
- receiver
- interception
- trapping the ball
- obstruction
- possession
- attack
- defence
- mark
- push pass

## 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

**Trapping the ball:** getting down low to stop and receive a pass on the stick with control

**Centre pass:** a pass used to begin the game or the second half, or to restart play following a goal



# Where this unit sits

## Year 2

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

## Assessment Criteria

### Year 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

### Year 4

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

## Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use tracking, tackling and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play fairly and honestly.
- I understand there are different skills for different situations and I am beginning to apply this.

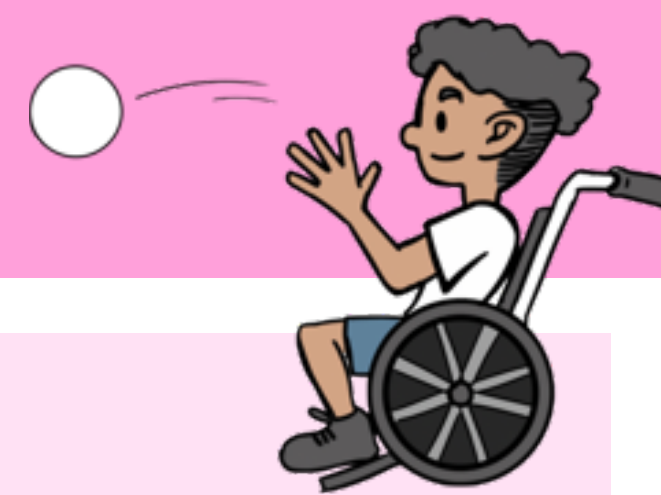
## Progression of Skills Ladder

<p><b>Sending &amp; receiving</b> Develop control when S&amp;R under pressure.</p>	<p><b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.</p>	<p><b>Year 5</b></p>	<p><b>Attacking</b> Explore creating tactics with others and applying them to game situations.</p>	<p><b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.</p>	<p><b>Space</b> Move to create space for themselves and others in their team.</p>	
<p><b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p><b>Dribbling</b> Develop control whilst dribbling under pressure.</p>		<p><b>Year 4</b></p>	<p><b>Attacking</b> Develop decision making around when to pass and when to shoot.</p>	<p><b>Defending</b> Develop defending one on one and know when to win the ball.</p>	<p><b>Space</b> Move into space to help their team keep possession and score goals.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.</p>		<p><b>Year 3</b></p>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.</p>		<p><b>Year 2</b></p>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>

**Other units that progress into this activity are:**

- Games
- Ball Skills
- Fundamentals
- Invasion Games
- Sending and Receiving





## 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

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- 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

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

- footwork
- pivot
- opponent
- opposition
- receiver
- landing foot
- interception
- rebound
- obstruction
- possession
- attack
- defence
- contact
- mark

## 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
- Rebound:** is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



# Where this unit sits

## Assessment Criteria

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Year 2**

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

**Year 3**

- I can use simple tactics to help my team score or gain possession.
- I understand the rules of the game and I can use them often and honestly.
- I can defend one on one and know when to win the ball.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can pass, receive and shoot the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games
- Ball Skills
- Fundamentals
- Invasion Games
- Sending and Receiving

<p><b>Sending &amp; receiving</b> Develop control when S&amp;R under pressure.</p>	<p><b>Attacking</b> Explore creating tactics with others and applying them to game situations.</p>	<p><b>Year 5</b></p>	<p><b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.</p>	<p><b>Space</b> Move to create space for themselves and others in their team.</p>
<p><b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p><b>Attacking</b> Develop decision making around when to pass and when to shoot.</p>		<p><b>Year 4</b></p>	<p><b>Defending</b> Develop defending one on one and know when to win the ball.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Year 3</b></p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Year 2</b></p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>



## Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

## Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

### Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

## Key Skills: Physical

- Balance
- Running

## Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

## Key Vocabulary:

- |               |               |             |
|---------------|---------------|-------------|
| • navigate    | • grid        | • plan      |
| • route       | • discuss     | • rules     |
| • collaborate | • symbol      | • trust     |
| • inclusive   | • effectively | • orientate |



## Teacher Glossary

**Orientate:** To find your location in relation to a map.

**Control:** Is what the pupils are looking for and are referenced on a map.

**Course:** The route chosen for the controls which need to be visited in order.

**Symbol:** A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.

# Where this unit sits



## Assessment Criteria

### Year 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

### Year 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

### Year 4

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

### Year 5

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

## Progression of Skills Ladder

Other units that progress into this activity are:

Games  
Team Building  
Introduction to PE

<p><b>Problem Solving</b> Explore tactical planning within a team to overcome increasingly challenging tasks.</p>	<p><b>Navigational Skills</b> Develop navigational skills and map reading in increasingly challenging tasks including map orientation.</p>	<b>Year 5</b>	<p><b>Communication</b> Explore a variety of communication methods with increasing success.</p>	<p><b>Reflection</b> Reflect on when they were successful at solving challenges and alter their methods in order to improve.</p>
<p><b>Problem Solving</b> Plan independently and in small groups, implementing a strategy with increased success</p>	<p><b>Navigational Skills</b> Identify key symbols on a map and use a key to help navigate around a grid.</p>		<b>Year 4</b>	<p><b>Communication</b> Confidently communicate ideas and listen to others.</p>
<p><b>Problem Solving</b> Can plan and implement strategies to solve problems.</p>	<p><b>Navigational Skills</b> Developing map reading skills.</p>	<b>Year 3</b>	<p><b>Communication</b> Can follow and give instructions and are accepting of other peoples' ideas.</p>	<p><b>Reflection</b> Can reflect on when and why they were successful at solving challenges.</p>
<p><b>Problem Solving</b> Begin to plan, and with some success, apply strategies to overcome a challenge.</p>	<p><b>Navigational Skills</b> Understand how to use, follow and create a simple diagram/map.</p>	<b>Year 2</b>	<p><b>Communication</b> Work cooperatively with a partner and a small group.</p>	<p><b>Reflection</b> Verbalise when they were successful and areas that they could improve.</p>





## Links to the PE National Curriculum

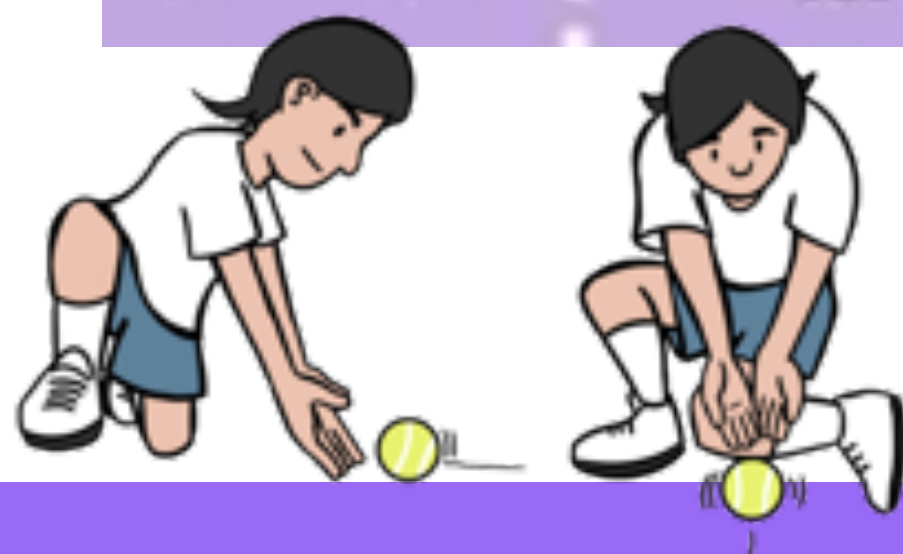
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



## How to score:

### Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

## A player is out if:

- Caught out: by a fielder before the ball touches the floor.
- Stumped out: by a fielder at the base the batter is running to.
- Run out: meaning the batter has run to a base where another batter is standing.
- Running inside the bases.

## Key Vocabulary:

- strike
- batting
- bowl
- Fielding
- retrieve
- two-handed pick up
- stance
- stumped
- short barrier
- technique
- backstop
- post
- rounder

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop.

**Batter:** A player on the batting team.

**Rounder:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Backstop:** The player on the fielding side who stands behind the live batter.





## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

### Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them.
- I can provide feedback using key words.
- I can use overarm and underarm throwing and catching skills.
- I work co-operatively with my group to self-manage games.

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

- I am beginning to strike a ball with a rounders bat.
- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

## Progression of Skills Ladder

Other units that progress into this activity are:

Games  
Ball Skills  
Fundamentals  
Striking and Fielding  
Sending and Receiving

<p><b>Striking</b> Explore defensive and driving hitting techniques and directional batting.</p>	<p><b>Fielding</b> Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p>	<p><b>Year 5</b></p> <p><b>Year 4</b></p> <p><b>Year 3</b></p> <p><b>Year 2</b></p>	<p><b>Throwing</b> Demonstrate clear technique when using a variety of throws under pressure.</p>	<p><b>Catching</b> Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
<p><b>Striking</b> Develop batting technique consistent with the rules of the game.</p>	<p><b>Fielding</b> Develop bowling with some consistency, abiding by the rules of the game.</p>		<p><b>Throwing</b> Use overarm and underarm throwing with increased consistency in game situations.</p>	<p><b>Catching</b> Beginning to catch with one and two hands with some consistency in game situations.</p>
<p><b>Striking</b> Begin to strike a bowled ball using different equipment.</p>	<p><b>Fielding</b> Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>		<p><b>Throwing</b> Use overarm and underarm throwing in game situations.</p>	<p><b>Catching</b> Catch with some consistency in game situations.</p>
<p><b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.</p>	<p><b>Fielding</b> Understand that there are different roles within a fielding team.</p>		<p><b>Throwing</b> Develop coordination and technique when throwing over and underarm.</p>	<p><b>Catching</b> Catch with two hands with some coordination and technique.</p>



## 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:

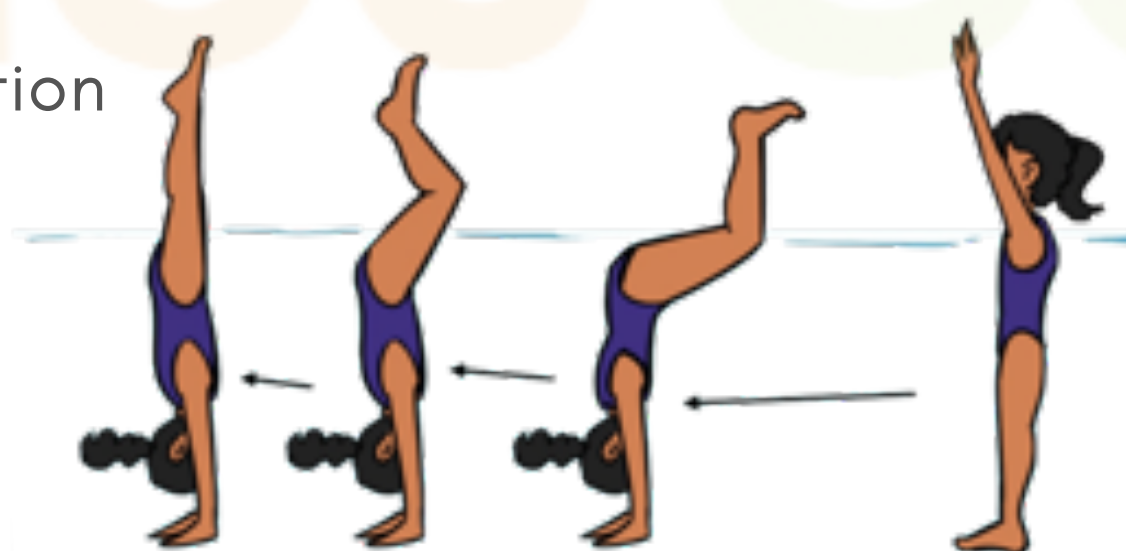
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

### Key Skills: Physical

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

### Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning 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:

- |              |            |                  |
|--------------|------------|------------------|
| • sculling   | • crawl    | • breaststroke   |
| • submersion | • rotation | • backstroke     |
| • buoyancy   | • survival | • alternate      |
| • huddle     | • stroke   | • treading water |

## Teacher Glossary

**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.

**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.

# Where this unit sits



## Assessment Criteria

### Year 2

- I can begin to use arms and legs together to move effectively across the water.
- I can demonstrate what to do if I fall into water.
- I can float on my front and back.
- I can glide on both front and back.
- I can roll from my front to my back and then regain a standing position.
- I can swim over a distance of 10m unaided.
- I know several pool rules and can explain how they help me to stay safe.

### Year 3 and Year 4

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

All KS2 Swimming works towards achieving the same assessment criteria as that which is set out in the National Curriculum.

## Progression of Skills Ladder



<p><b>Strokes</b> Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p>	<p><b>Year 4</b></p>	<p><b>Breathing</b> Demonstrate improved breathing technique in front crawl.</p>	<p><b>Water Safety</b> Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>
<p><b>Strokes</b> Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p>	<p><b>Year 3</b></p>	<p><b>Breathing</b> Begin to explore front crawl breathing technique.</p>	<p><b>Water Safety</b> Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>
<p><b>Strokes</b> Begin to use arms and legs together, more effectively across the water unaided.</p>	<p><b>Year 2</b></p>	<p><b>Breathing</b> Begin to explore breathing in sync with their kicking action.</p>	<p><b>Water Safety</b> Demonstrate an awareness of water safety and float on their front and on their back.</p>





## 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

- Passing
- Catching
- Dodging
- Tagging
- 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



## 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
- tag
- opponent
- opposition
- score
- receiver
- try
- possession
- onside
- outwit
- mark
- dodge
- offside

## 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

**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



# Where this unit sits

## Assessment Criteria

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Year 2**

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage game

**Year 3**

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

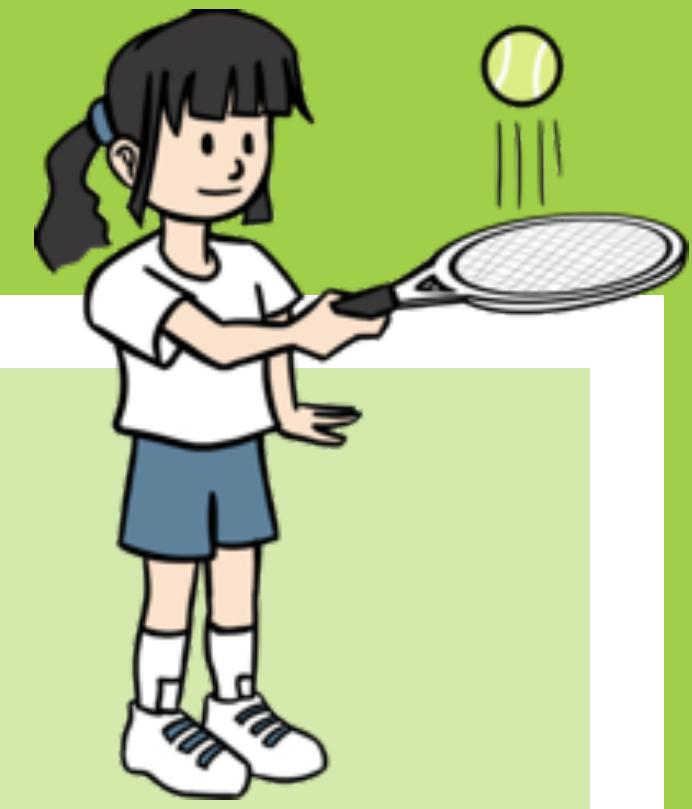
## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games**
- Ball Skills**
- Fundamentals**
- Invasion Games**
- Sending and Receiving**

<p><b>Sending &amp; receiving</b> Develop control when S&amp;R under pressure.</p>	<p><b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.</p>	<b>Year 5</b>	<p><b>Attacking</b> Explore creating tactics with others and applying them to game situations.</p>	<p><b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.</p>	<p><b>Space</b> Move to create space for themselves and others in their team.</p>
<p><b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p><b>Dribbling</b> Develop control whilst dribbling under pressure.</p>	<b>Year 4</b>	<p><b>Attacking</b> Develop decision making around when to pass and when to shoot.</p>	<p><b>Defending</b> Develop defending one on one and know when to win the ball.</p>	<p><b>Space</b> Move into space to help their team keep possession and score goals.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<b>Year 3</b>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.</p>	<b>Year 2</b>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>





## Links to the PE National Curriculum

- 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

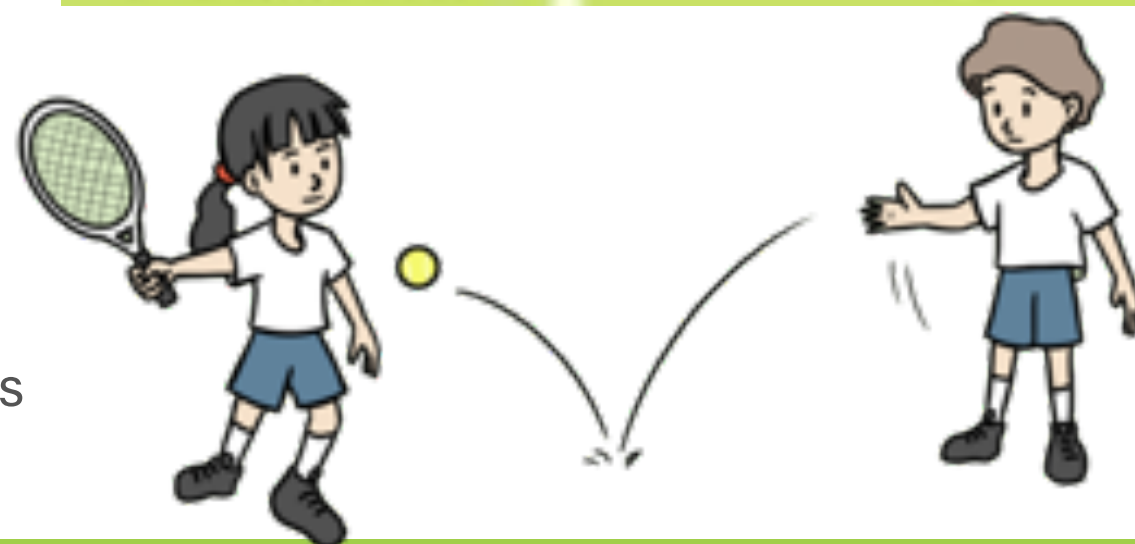
- Forehand
- Backhand
- Throwing
- Catching
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Using tactics

Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

## Key Vocabulary:

- ready position
- racket
- track
- rally
- control
- return
- opponent
- accurately

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Ace:** A serve that is a winner without the receiving player being able to return the ball.

**Baseline:** The line indicating the back of the court.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

### Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

## Progression of Skills Ladder

- Other units that progress into this activity are:**
- Games
  - Net and Wall Games
  - Ball Skills
  - Fundamentals
  - Sending and Receiving

	<p><b>Shots</b> Demonstrate increased technique when using shots both cooperatively and competitively.</p>	<p><b>Serving</b> Develop technique in serving underarm with increased consistency.</p>	<b>Year 4</b>	<p><b>Rallying</b> Develop rallying using both forehand and backhand with increased technique.</p>	<p><b>Footwork</b> Begin to use appropriate footwork patterns to move around the court.</p>
	<p><b>Shots</b> Explore returning a ball using focus shots such as the forehand and backhand.</p>	<p><b>Serving</b> Explore serving from an underarm serve.</p>	<b>Year 3</b>	<p><b>Rallying</b> Explore rallying with a forehand.</p>	<p><b>Footwork</b> Consistently use and return to the ready position in between shots.</p>
	<p><b>Hitting</b> Develop hitting a dropped ball over a net.</p>	<p><b>Feeding</b> Accurately underarm throw over a net to a partner.</p>	<b>Year 2</b>	<p><b>Rallying</b> Explore underarm rallying with a partner catching after one bounce.</p>	<p><b>Footwork</b> Consistently use the ready position to move towards a ball.</p>



## Links to the PE National Curriculum

- 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

## Key Vocabulary:

- ready position
- return
- serve
- rally
- control
- opponent
- forehand
- backhand

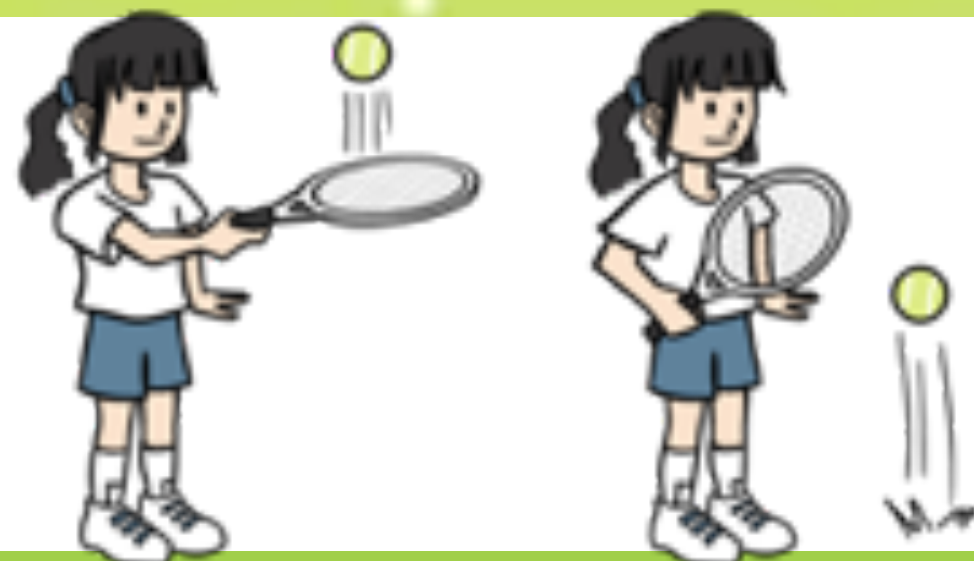
### Key Skills: Physical

- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics

Key principles of net and wall games	
Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



## Teacher Glossary

- Forehand:** A stroke where the player hits the ball with their palm facing forward.
- Backhand:** A stroke where the player hits the ball with a swing that comes across their body.
- Ace:** A serve that is a winner without the receiving player able to return the ball.
- Baseline:** The line indicating the back of the court.
- Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games
- Net and Wall Games
- Ball Skills
- Fundamentals
- Sending and Receiving

<p><b>Shots</b> Develop the range of shots used in the games they play.</p>	<p><b>Serving</b> Develop their range of serving techniques appropriate to the game they are playing.</p>	<p><b>Year 5</b></p>	<p><b>Rallying</b> Use a variety of shots to keep a continuous rally.</p>	<p><b>Footwork</b> Demonstrate effective footwork patterns to move around the court.</p>	
<p><b>Shots</b> Demonstrate increased technique when using shots both cooperatively and competitively.</p>	<p><b>Serving</b> Develop technique in serving underarm with increased consistency.</p>		<p><b>Year 4</b></p>	<p><b>Rallying</b> Develop rallying using both forehand and backhand with increased technique.</p>	<p><b>Footwork</b> Begin to use appropriate footwork patterns to move around the court.</p>
<p><b>Shots</b> Explore returning a ball using focus shots such as the forehand and backhand.</p>	<p><b>Serving</b> Explore serving from an underarm serve.</p>		<p><b>Year 3</b></p>	<p><b>Rallying</b> Explore rallying with a forehand.</p>	<p><b>Footwork</b> Consistently use and return to the ready position in between shots.</p>





## 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.

## Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

## Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

## Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback

## Key Vocabulary:

- |               |               |             |
|---------------|---------------|-------------|
| • strength    | • perform     | • link      |
| • flexibility | • mindfulness | • try       |
| • stable      | • grounded    | • relax     |
| • control     | • down dog    | • technique |



## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.

# Where this unit sits



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

### Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

### Year 4

- I can describe how yoga makes me feel and can talk about the benefits of yoga.
- I can link poses together to create a yoga flow.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can transition from pose to pose in time with my breath.
- I can work collaboratively and effectively with others.
- I demonstrate yoga poses which show clear shapes.
- I show increasing control and balance when moving from one pose to another.

### Year 5

- I am confident to lead others through poses and flows.
- I can create a yoga flow working safely with a partner.
- I can identify how different activities can benefit my physical health.
- I can move with control from one pose to another demonstrating good balance.
- I can provide feedback to others using key terminology.
- I can use feedback provided to improve my work.
- I can use my breath to move from pose to pose.
- I show strength and flexibility whilst holding yoga poses.

## Progression of Skills Ladder

Other units that progress into this activity are:

**Fundamentals**  
**Gymnastics**

<p><b>Balance</b> Use their breath to maintain balance within a pose.</p>	<p><b>Flexibility</b> Develop flexibility by connecting their movement with their breath.</p>	<p><b>Year 5</b></p> <p><b>Year 4</b></p> <p><b>Year 3</b></p> <p><b>Year 2</b></p>	<p><b>Strength</b> Demonstrate increased control and strength when in and transitioning between poses.</p>	<p><b>Mindfulness</b> Understand that there are methods they can use to control how they feel.</p>
<p><b>Balance</b> Explore using their breath to maintain balance within a pose.</p>	<p><b>Flexibility</b> Demonstrate increased extension in their poses.</p>		<p><b>Strength</b> Demonstrate increased control and strength when in a pose.</p>	<p><b>Mindfulness</b> Can engage with mindfulness activities with increased focus.</p>
<p><b>Balance</b> Demonstrate increased control when in poses and explore control in paired poses.</p>	<p><b>Flexibility</b> Explore poses and movement in relation to their breath.</p>		<p><b>Strength</b> Explore arm balances with some control.</p>	<p><b>Mindfulness</b> Develop their ability to stay still and keep their focus.</p>
<p><b>Balance</b> Remember, copy, and repeat sequences of linked poses.</p>	<p><b>Flexibility</b> Show increased awareness of extension in poses.</p>		<p><b>Strength</b> Demonstrate increased control in performing poses.</p>	<p><b>Mindfulness</b> Explore controlling their focus and sense of calm.</p>