



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

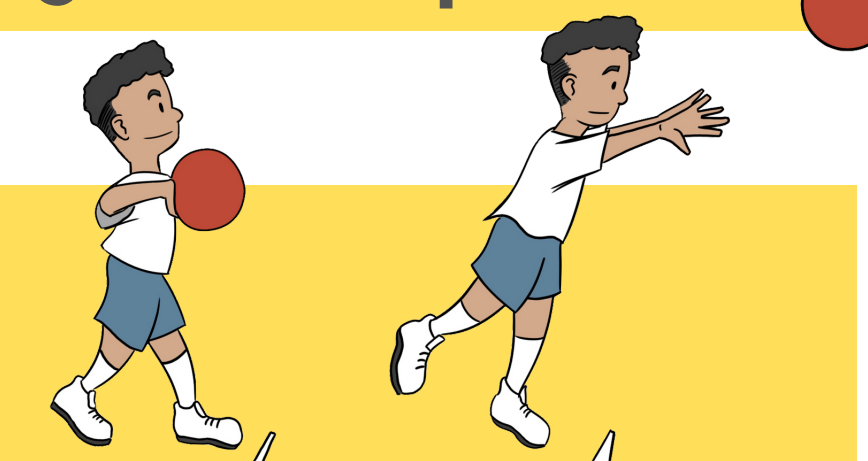
- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance

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



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Official Athletic Events

Running

- Sprinting**
100m, 200m, 400m
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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

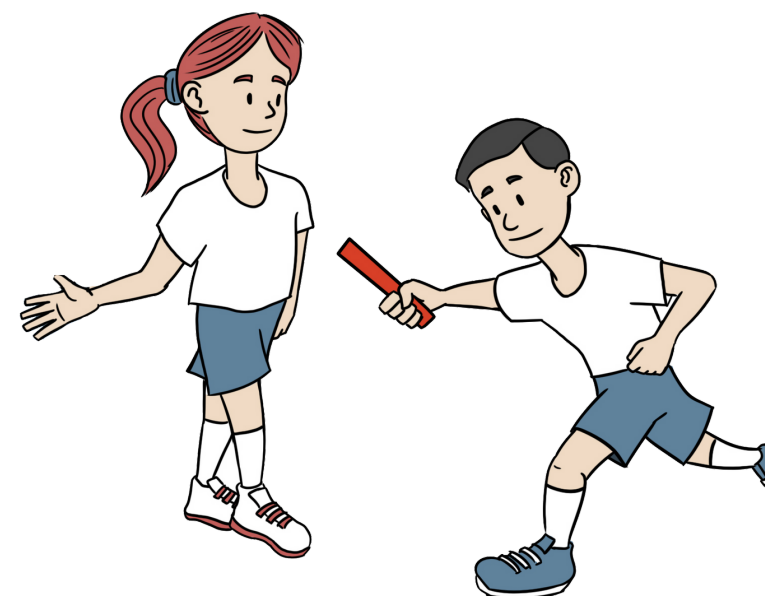
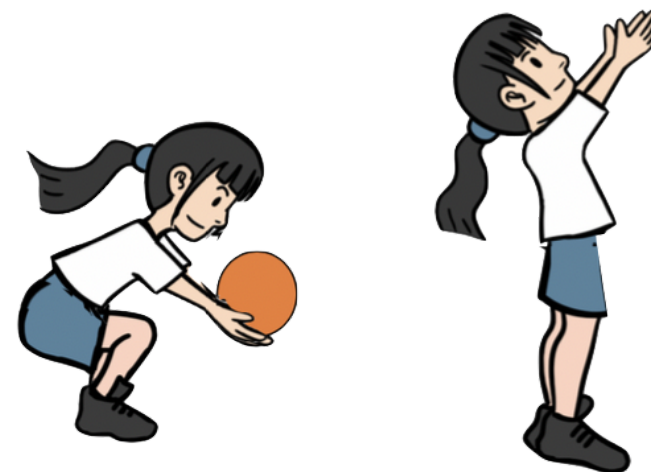
power • accuracy • personal best • flight

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



Teacher Glossary

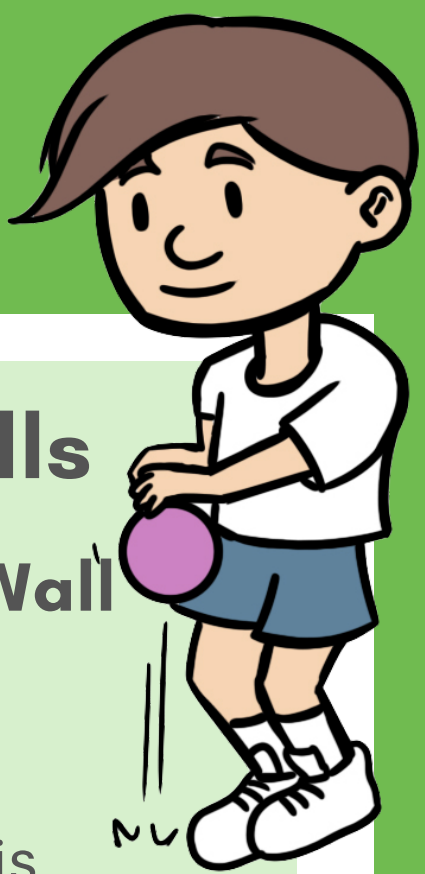
Stamina: the ability to sustain prolonged physical or mental effort

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

Jump: take off and land on two feet

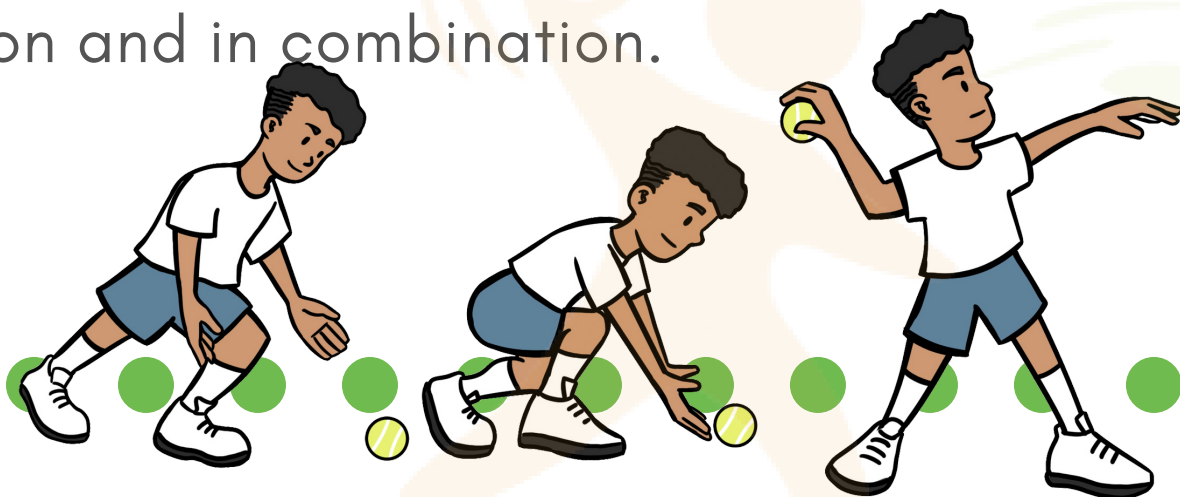
Hop: take off on one foot and land on the same foot

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



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

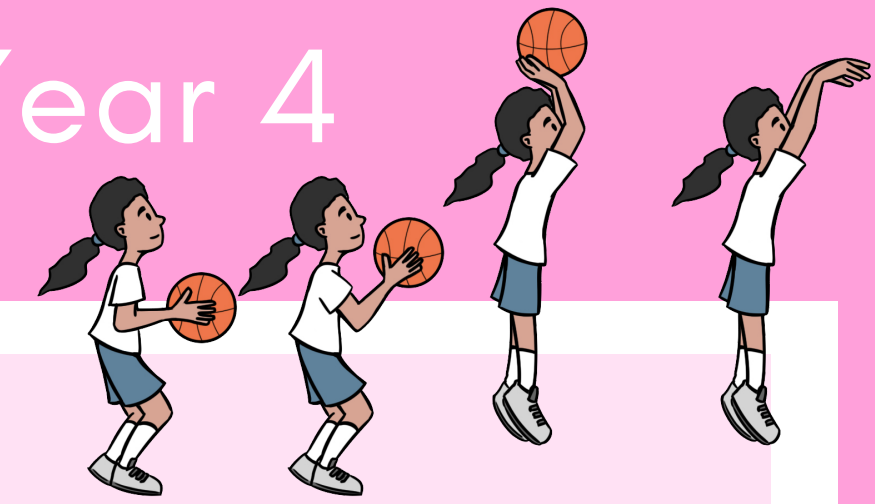
Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

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.



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

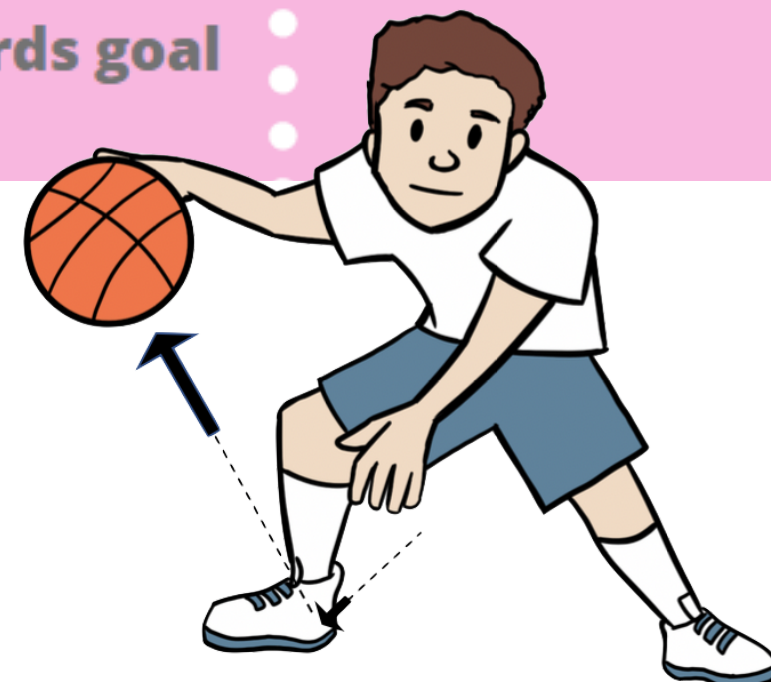
- Throwing
- Catching
- Dribbling
- Intercepting
- Changing direction and speed
- Shooting

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

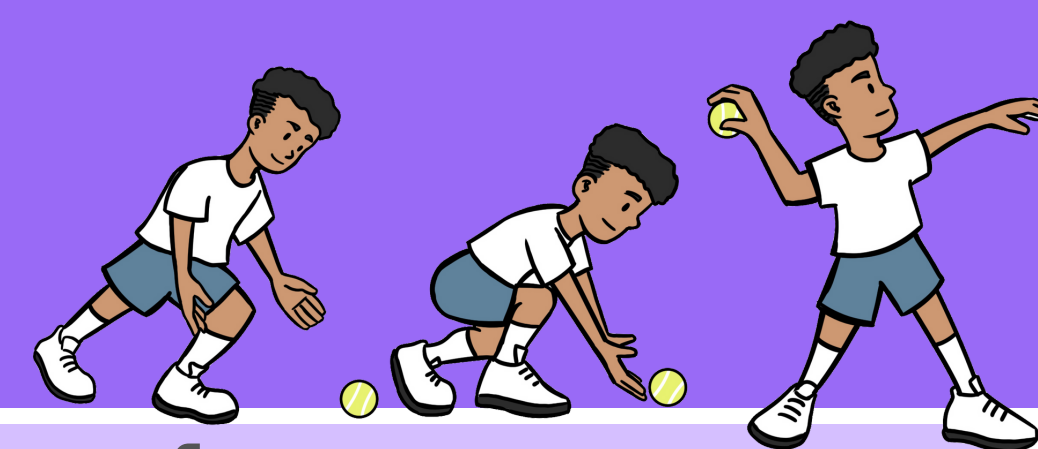
- **Double dribble:** dribbling the ball with both hands at the same time or picking up the dribble and then dribbling again is called a double dribble. Violation: opponent's team takes the ball from nearest side line.
- **Traveling:** taking more than 'a step and a half' without dribbling the ball is 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



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.
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- 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.

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

Key Skills: Physical

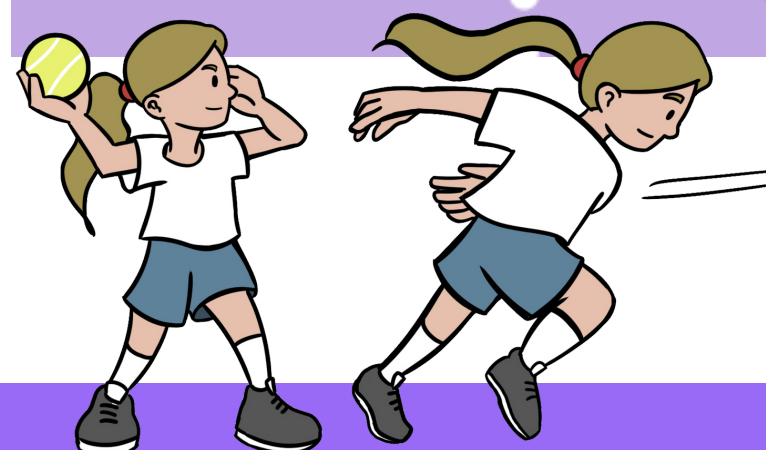
- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

Key Skills: S.E.T

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

Key principles of striking and fielding games

Attacking	Defending
Score points	Limit points
Placement of an object	Deny space
Avoid getting out	Get opponents out



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.

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:

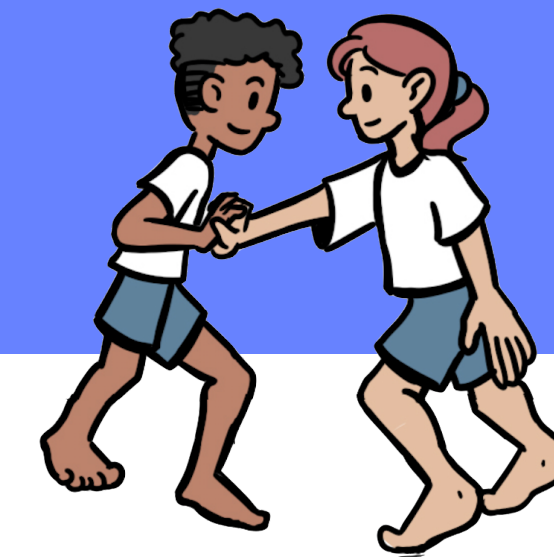
- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to 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.



Links to the PE National Curriculum

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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

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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.



Links to the PE National Curriculum

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

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



Key Skills: S.E.T

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

A player is 'out' when:

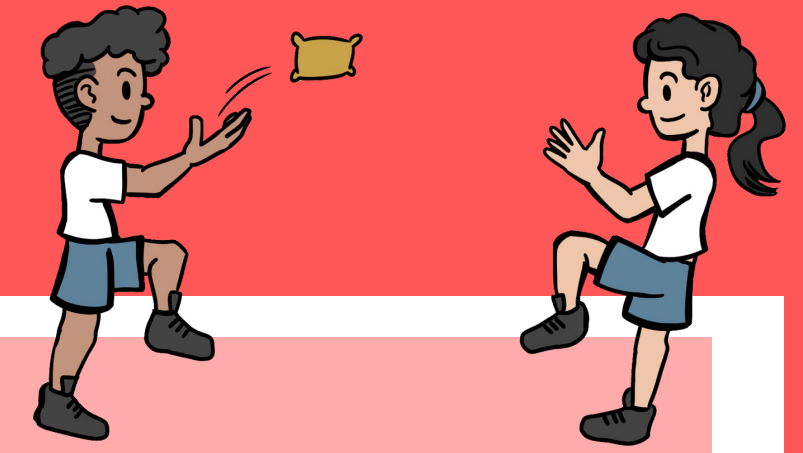
- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball that they have thrown. So, if a player throws it and their opponent catches it cleanly, then the player who threw it is out and one of their opponents' team is allowed back in.
- Once a player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



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:

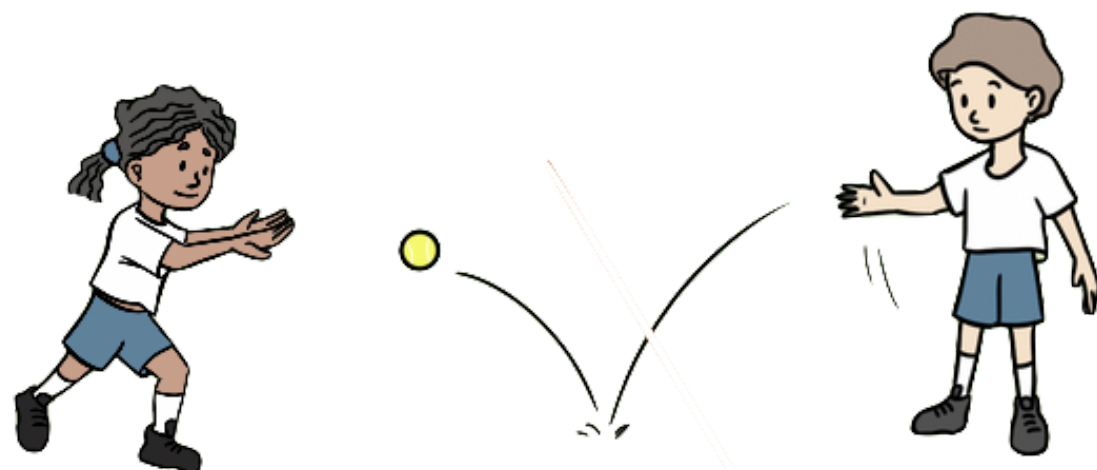
- | | | |
|-----------------|-----------|------------|
| • fitness | • speed | • strength |
| • balance | • pace | • steady |
| • agility | • control | • progress |
| • co-ordination | • muscle | • stamina |

Key Skills: Physical

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

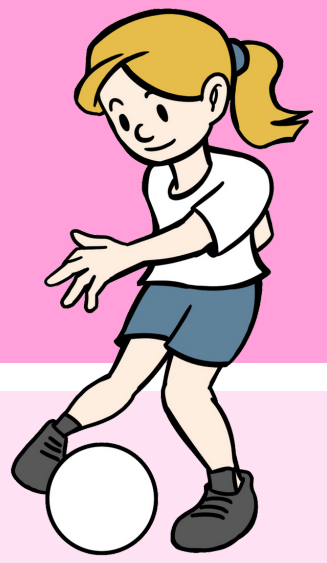
Key Skills: S.E.T

- 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.



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Key Skills: Physical

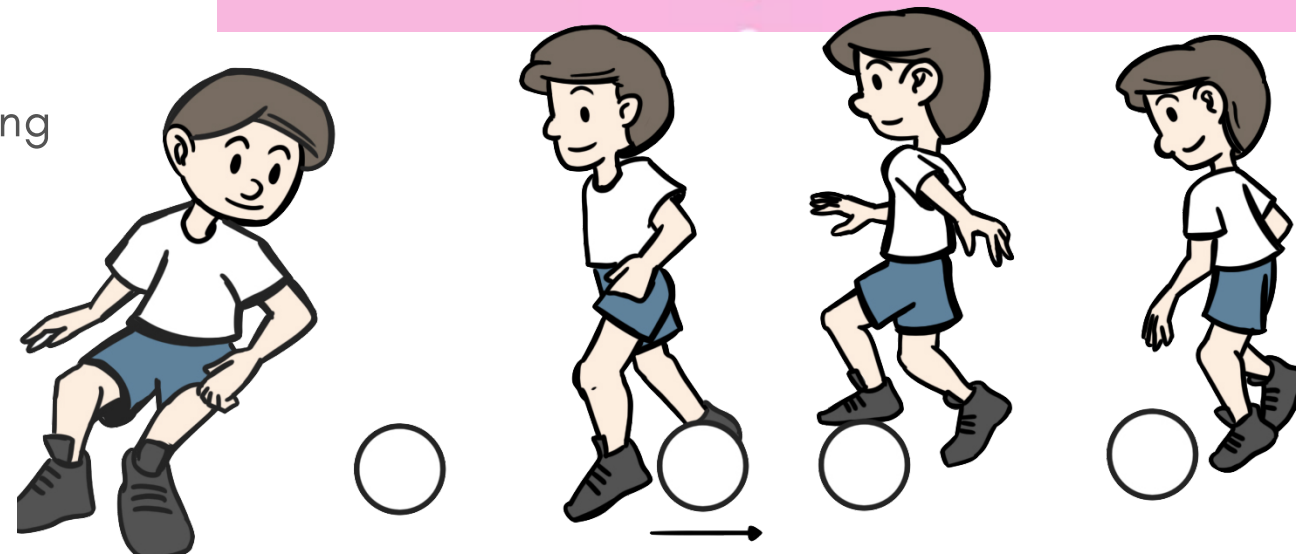
- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

Key Skills: S.E.T

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

Key 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

- **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 | • attacker | • outside |
| • opponent | • communicate | • possession |
| • opposition | • tracking | • inside |
| • dribbling | • control | • available |
| • defender | • tackle | |

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



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?

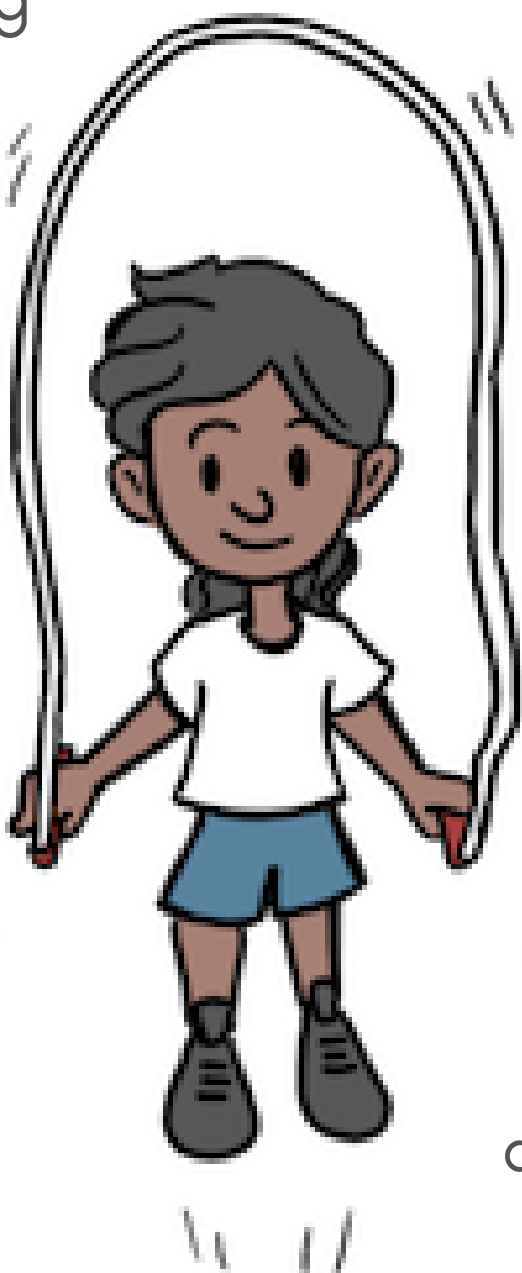
Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

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

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.

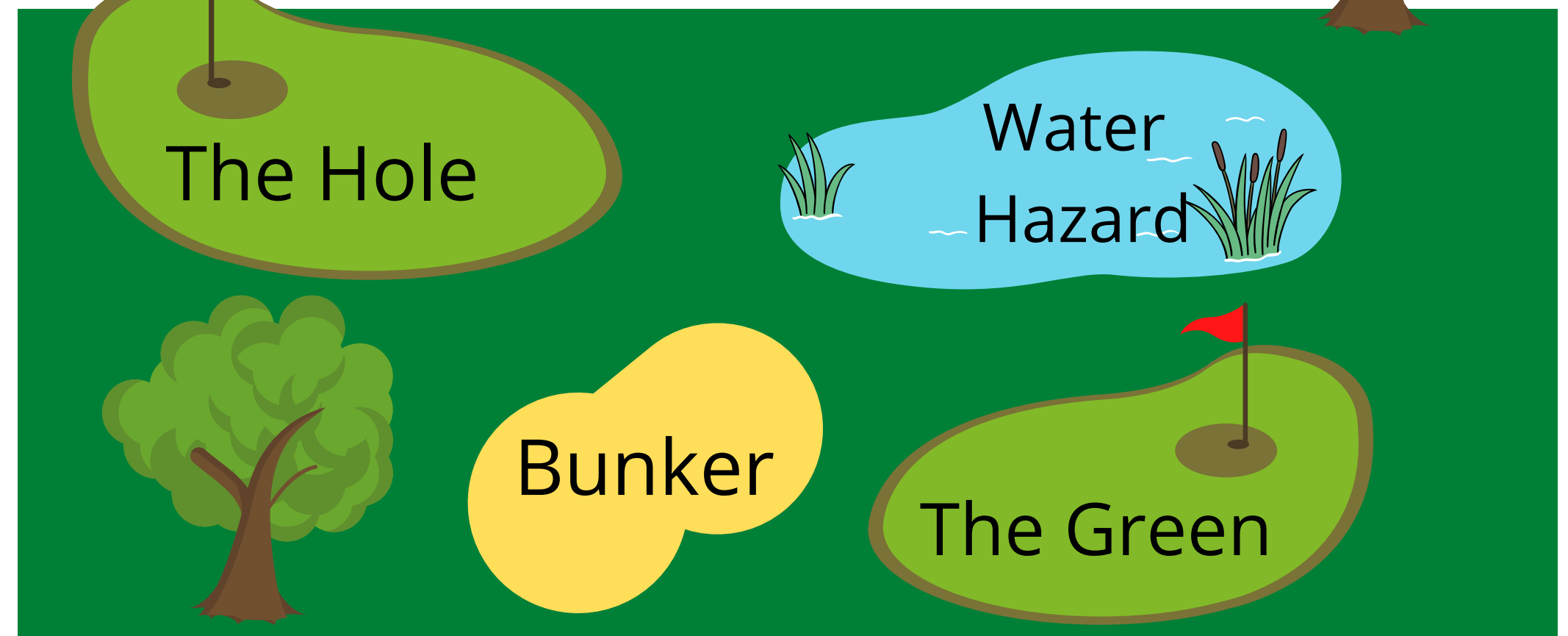
Decelerate: Slow down. Used when stopping or turning.

Tension: using body tension to help to balance when stopping or landing.



Links to the PE National Curriculum

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- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- play competitive games, modified where appropriate

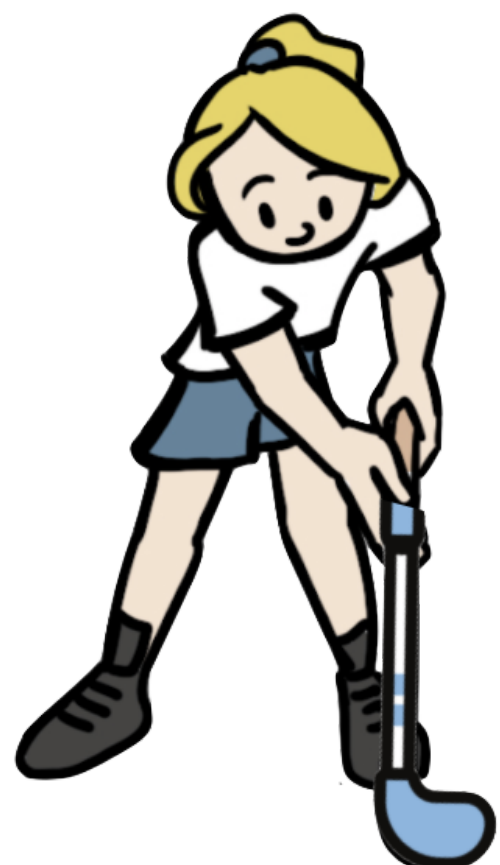


Key Skills: Physical

- 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.

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.

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

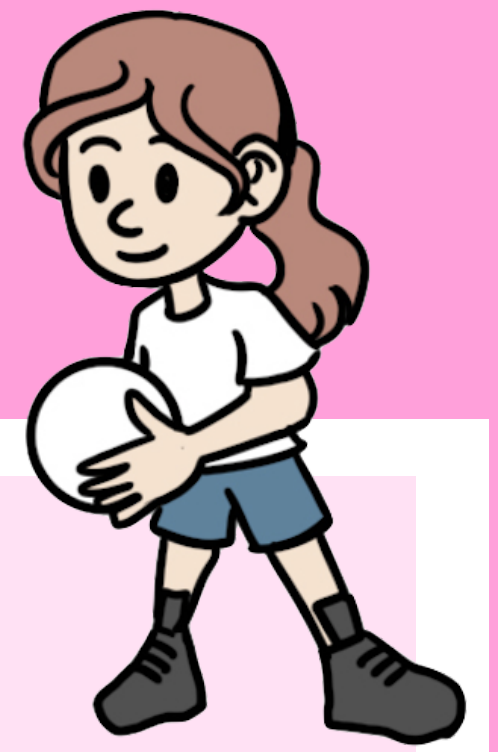
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language 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>Shapes Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p>	<p>Inverted movements Explore progressions of a cartwheel.</p>	<p>Balances Explore symmetrical and asymmetrical balances.</p>	<p>Year 5</p>	<p>Rolls Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p>	<p>Jumps Select a range of jumps to include in sequence work.</p>
<p>Shapes Develop the range of shapes they use in their sequences.</p>	<p>Inverted movements Develop strength in bridge and shoulder stand.</p>	<p>Balances Develop control and fluency in individual and partner balances.</p>	<p>Year 4</p>	<p>Rolls Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p>Jumps Develop control in performing and landing rotation jumps.</p>
<p>Shapes Explore matching and contrasting shapes.</p>	<p>Balances Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Year 3</p>	<p>Rolls Develop the straight, barrel, and forward roll.</p>	<p>Jumps 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

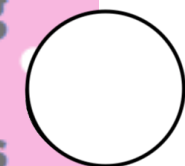
- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

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.



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.
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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 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

- **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

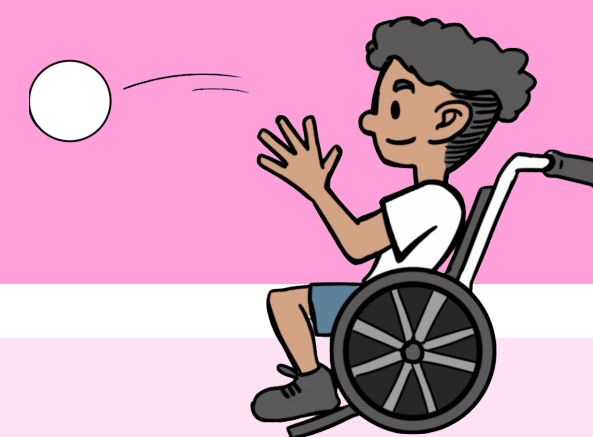
Interception: when a player takes possession of the ball away from the opposition as the ball is passed

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



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. Players can lift their landing foot from the ground but cannot place it back down. Encourage players to keep their landing foot on the ground, the other foot may then 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

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

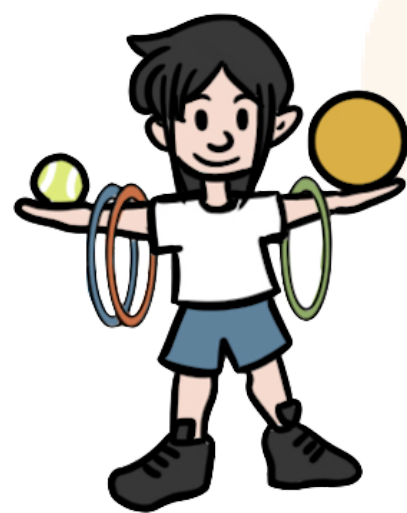
- Balance
- Running

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 |



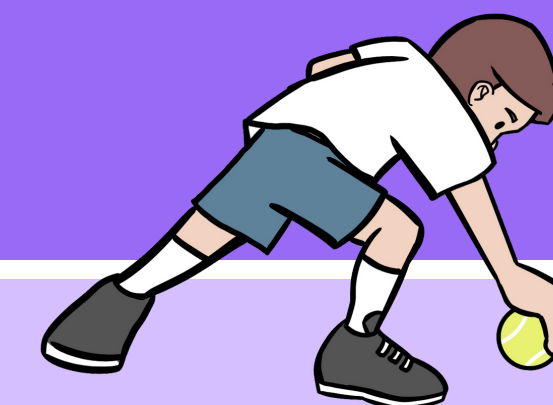
Teacher Glossary

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.



Links to the PE National Curriculum

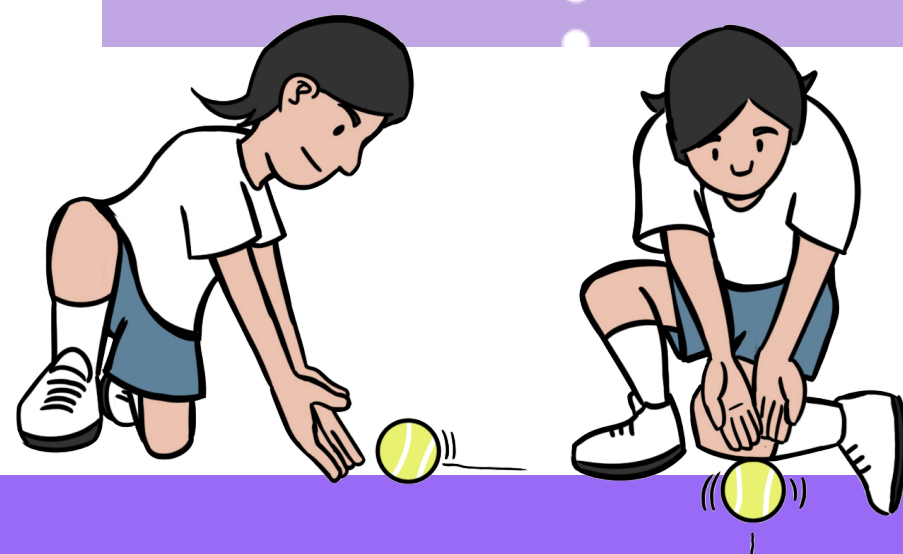
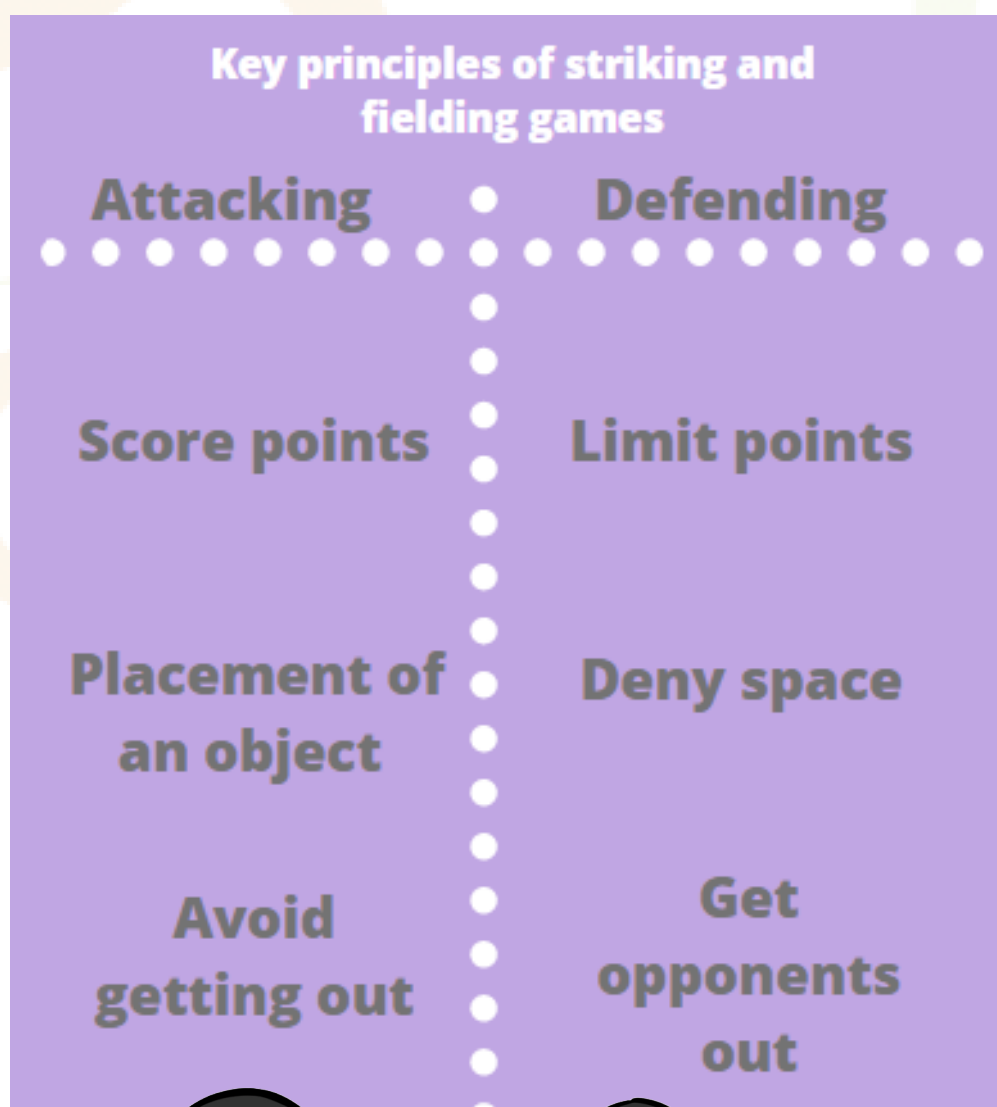
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how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

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:

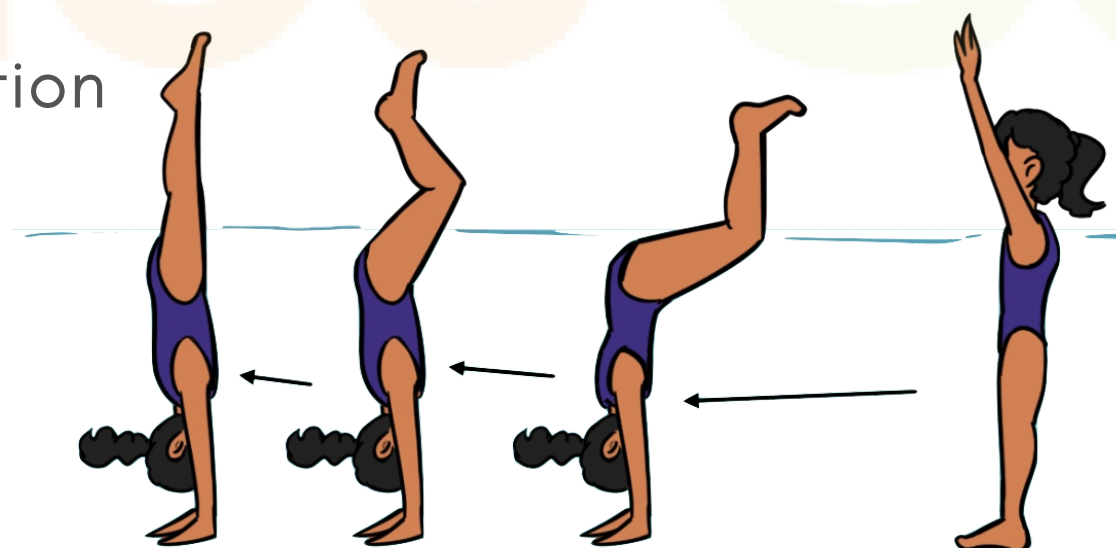
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

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.



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.
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- 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.
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- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

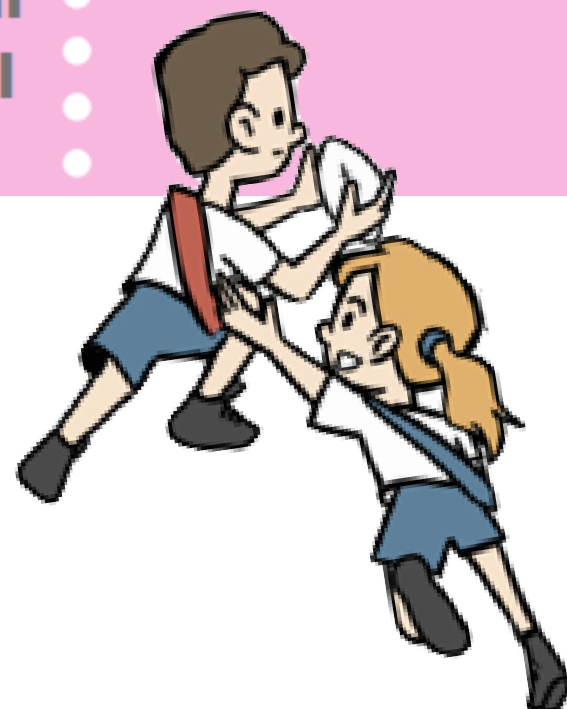
- Passing
- Catching
- Dodging
- Tagging
- Scoring

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 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

- **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

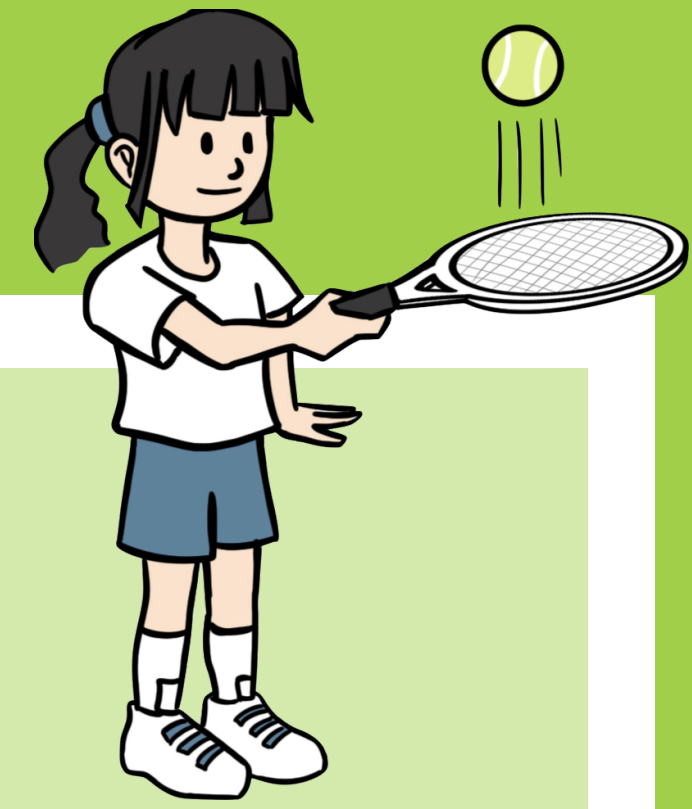
Possession: When a team has the ball they are in possession

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



Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
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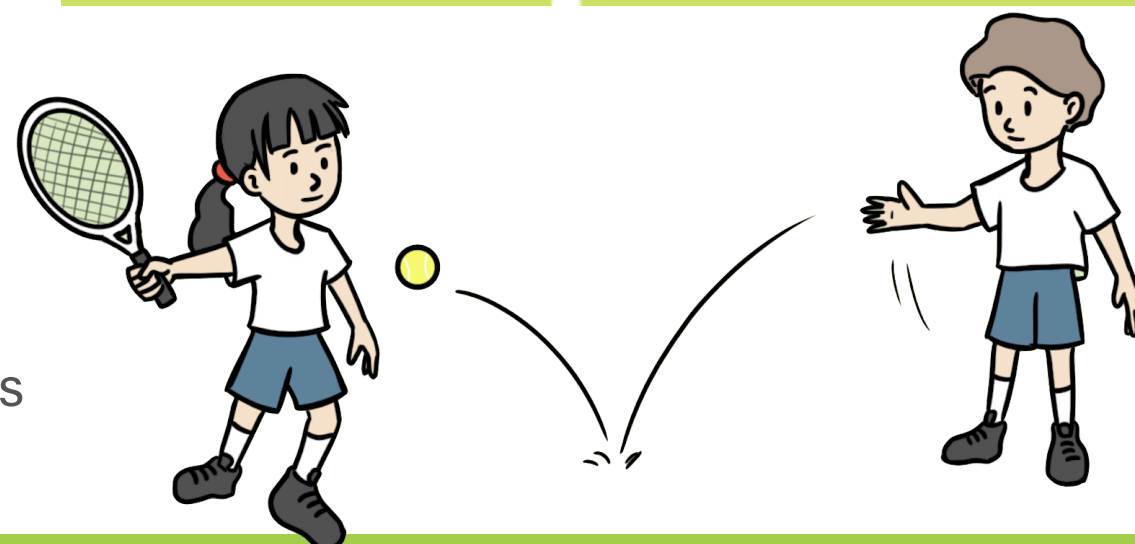
Key Skills: Physical

- 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.

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.
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Key Vocabulary:

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

Key Skills: Physical

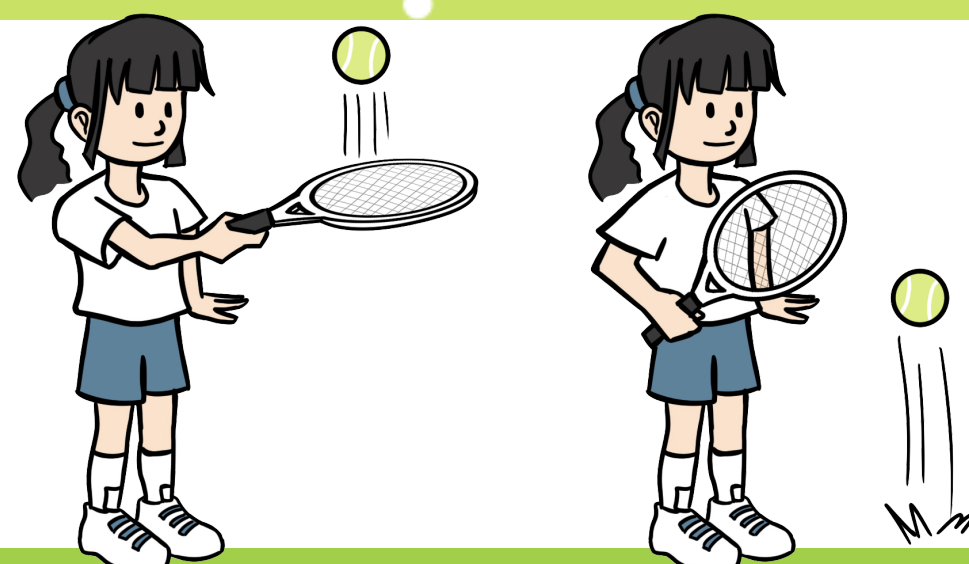
- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

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

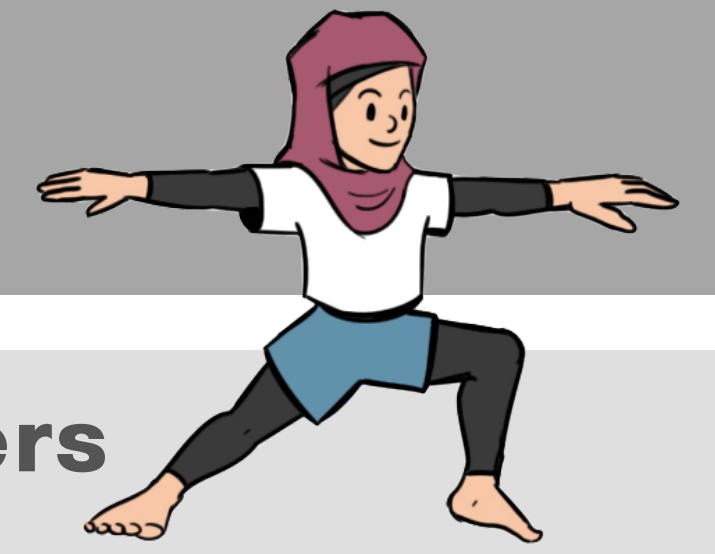
Key principles of net and wall games

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.



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

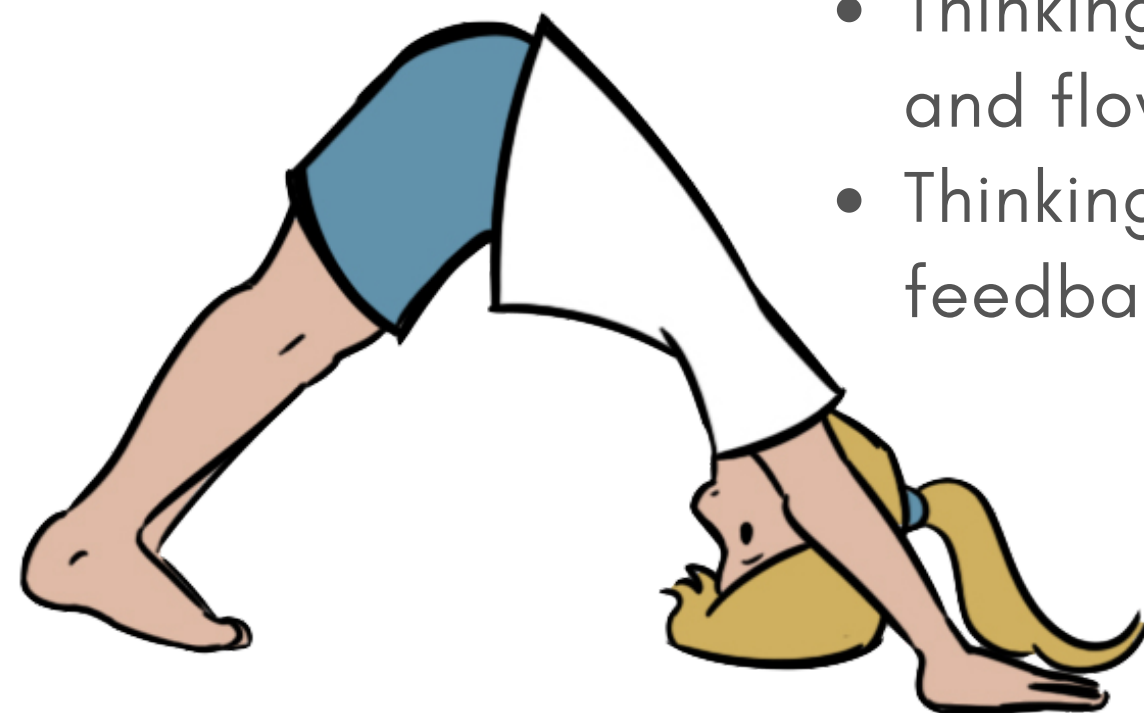
- Breathing
- Balance
- Flexibility
- Strength

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.