

Fundamental Movements in Year 1 – Autumn 1

| National Curriculum Objectives | | Overview of skills | Physical Skills |
|--|---|--|---|
| <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | | <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> | <p>Running Explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balance Move with some control and balance. Explore stability and landing safely.</p> <p>Jumping Demonstrate control in take off and landing when jumping.</p> <p>Hopping Begin to explore hopping in different directions.</p> <p>Skipping Show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> |
| Physical | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping | | |
| Social | Taking turns, supporting and encouraging others, working safely, communication | | |
| Emotional | Challenging myself, perseverance, honesty | | |
| Thinking | Selecting and applying actions, identifying strengths, Listening and following instructions | | |
| <p>Vocabulary – run, stop, space, jump, balance, skip, fast, direction, hop, land, slow, safely</p> <p>Red – Previous year’s vocabulary.</p> | | | |

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

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:

Encourage pupils to use this language in your lessons.

Key Skills: Physical

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



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Working safely
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths
- Thinking: Listening and following instructions

Year 1

- Balance
- Direction
- Land
- Fast
- Safely
- Jump
- Hop

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.

Travel: A method of moving around space e.g. jog, slide, skip, crawl etc.



Get Set 4 P.E.

Where this unit sits

Assessment Criteria



EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

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.

Progression of Skills Ladder

| | | | | | |
|---|--|----------------------|--|--|---|
| <p>Running</p> <ul style="list-style-type: none"> • Demonstrate balance when changing direction. • Clearly show different speeds when running. | <p>Balance</p> <p>Demonstrate balance when performing movements.</p> | <p>Year 2</p> | <p>Jumping</p> <p>Demonstrate jumping for distance, height and in different directions.</p> | <p>Hopping</p> <p>Demonstrate hopping for distance, height and in different directions.</p> | <p>Skipping</p> <p>Explore single and double bounce when jumping in a rope.</p> |
| <p>Running</p> <ul style="list-style-type: none"> • Explore changing direction and dodging. • Discover how the body moves at different speeds. | <p>Balance</p> <ul style="list-style-type: none"> • Move with some control and balance. • Explore stability and landing safely. | <p>Year 1</p> | <p>Jumping</p> <p>Demonstrate control in take off and landing when jumping.</p> | <p>Hopping</p> <p>Begin to explore hopping in different directions.</p> | <p>Skipping</p> <ul style="list-style-type: none"> • Show co-ordination when turning a rope. • Use rhythm to jump continuously in a French rope. |
| <p>Running</p> <ul style="list-style-type: none"> • Explore running and stopping. • Explore changing direction safely. | <p>Balance</p> <p>Explore balancing whilst stationary and on the move.</p> | <p>EYFS</p> | <p>Jumping</p> <p>Begin to explore take off and landing safely.</p> | <p>Hopping</p> <p>Explore hopping on both feet.</p> | <p>Skipping</p> <p>Explore skipping as a travelling action.</p> |

Ball Skills in Year 1

| National Curriculum Objectives | Overview of skills | Physical Skills |
|--|---|--|
| <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | <p>Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> | <p><u>Sending</u> Roll and throw with some accuracy towards a target.</p> <p><u>Catching</u> Begin to catch with two hands. Catch after a bounce.</p> <p><u>Tracking</u> Track a ball being sent directly.</p> <p><u>Dribbling</u> Begin to dribble with hands and feet.</p> |
| Physical | Rolling, kicking, throwing, catching, bouncing, dribbling, tracking | |
| Social | Co-operation, communication, leadership, supporting others | |
| Emotional | Honesty, perseverance, challenging myself | |
| Thinking | Using tactics, exploring actions, comprehension | |
| <p>Vocabulary – run, stop, throw, roll, team, kick, space, catch, far, aim, safely, direction, balance, send</p> | | |
| <p>Red – Previous year’s vocabulary.</p> | | |



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

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:

Encourage pupils to use this language in your lessons.

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling
- Tracking



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions
- Thinking: Comprehension

Year 1

- Far
- Aim
- Balance
- Throw
- Roll
- Catch
- Bounce
- Send

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.

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can recognise changes in my body when I do exercise.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can describe how my body feels during exercise.
- 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.

Progression of Skills Ladder

| | | | | |
|---|---|---------------|---|---|
| Sending Roll, throw and kick a ball to hit a target. | Catching <ul style="list-style-type: none"> • Develop catching a range of objects with two hands. • Catch with and without a bounce. | Year 2 | Tracking Consistently track and collect a ball being sent directly. | Dribbling Dribble a ball with hands and feet with some control. |
| Sending Roll and throw with some accuracy towards a target. | Catching <ul style="list-style-type: none"> • Begin to catch with two hands. • Catch after a bounce. | Year 1 | Tracking Track a ball being sent directly. | Dribbling Begin to dribble with hands and feet. |
| Sending Explore sending an object with hands and feet. | Catching Explore catching using a variety of larger balls and beanbags. | EYFS | Tracking Explore stopping a ball with hands and feet. | Dribbling Explore bouncing and catching. |

Sending & Receiving/Invasion Games/Attacking/Defending in Year 1 – Autumn 2/Spring 1/Spring 2 and Summer 1 CITC

| National Curriculum Objectives | | Overview of skills | Physical Skills |
|--|---|--|--|
| <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending. | | <p>Pupils begin to learn how to dribble, send and receive a ball with their hands and feet. When catching, children learn how to track a ball coming towards them before catching the ball with two hands</p> <p>Pupils understand basic tactics and recognise when they are a defender and an attacker. Here, they begin to apply some basic principles such as changing direction to move away from a defender or towards an attacker, as well as recognising space when playing games. Pupils understand simple rules in order to play fairly and understand the changes in their body during exercise.</p> | <p><u>Sending & Receiving</u> Explore S&R with hands and feet to a partner.</p> <p><u>Dribbling</u> Explore dribbling with hands and feet.</p> <p><u>Attacking</u> Explore changing direction to move away from a partner.</p> <p><u>Defending</u> Explore tracking and move to stay with a partner.</p> <p><u>Space</u> Recognise good space when playing games.</p> |
| Physical | Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space, tracking, rolling, bouncing | | |
| Social | Co-operation, communication, supporting and encouraging others, respect and kindness | | |
| Emotional | Honesty, fair play, managing emotions, perseverance, challenging myself | | |
| Thinking | Connecting information, decision making, recalling information | | |
| <p>Vocabulary – far, aim, balance, throw, roll, catch, bounce, send, track, safely, attacker, defender, space, dribbling, pass, points, score, team</p> | | | |

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

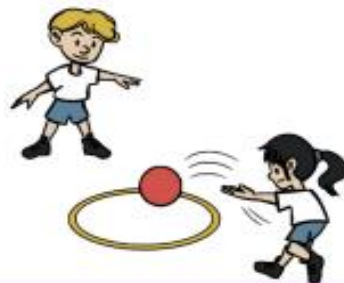
- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information

Key principles of invasion games

| Attacking | Defending |
|----------------------------|-----------------|
| Score goals | Stop goals |
| Create space | Deny space |
| Maintain possession | Gain possession |
| Move the ball towards goal | |



Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Safely
- Defender
- Dribbling
- Pass
- Attacker
- Space
- Points
- Score
- Team

Year 2

- Possession
- Send
- Teammate
- Chest pass
- Received
- Goal
- Dodge
- Bounce pass

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



Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I know when I am successful, I move my feet to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Year 2

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

Year 3

Assessment criteria for the Invasion Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity are:

- Games
- Ball Skills
- Fundamentals
- Sending and Receiving

| | | | | | |
|---|--|----------------------|---|---|---|
| <p>Sending & receiving Explore S&R abiding by the rules of the game.</p> | <p>Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure.</p> | <p>Year 3</p> | <p>Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> | <p>Defending Track opponents to limit their scoring opportunities.</p> | <p>Space Develop moving with a ball towards goal with some control.</p> |
| <p>Sending & receiving Developing S&R with increased control.</p> | <p>Dribbling Explore dribbling with hands and feet with increasing control on the move.</p> | | <p>Year 2</p> | <p>Attacking Developing moving into space away from defenders.</p> | <p>Defending Explore staying close to other players to try and stop them getting the ball.</p> |
| <p>Sending & receiving Explore S&R with hands and feet to a partner.</p> | <p>Dribbling Explore dribbling with hands and feet.</p> | <p>Year 1</p> | <p>Attacking Explore changing direction to move away from a partner.</p> | <p>Defending Explore tracking and move to stay with a partner.</p> | <p>Space Recognise good space when playing games.</p> |
| <p>Sending & receiving Explore S&R with hands and feet using a variety of equipment.</p> | <p>Dribbling Explore dropping and catching with two hands and moving a ball with their feet.</p> | <p>EYFS</p> | <p>Attacking & defending Explore changing direction and tagging games.</p> | | <p>Space Recognise their own space.</p> |



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Underarm throwing
- Overarm throwing
- Aim
- Hand eye co-ordination



Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Leadership
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Examples of Target Games

| | | |
|------------------------|------------------|----------------|
| Golf | Boccia | Bowls |
| New Age Kurling | Dodgeball | Archery |

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Far • Aim • Balance • Throw
- Team • Score • Points • Distance

Year 2

- Overarm • Accurate • Against
- Underarm • Send • Target • Release

Teacher Glossary

Agility: The ability to change direction quickly and easily.

Release: The point at which you let go of an object.

Target: The object that is being aimed for.

Co-ordination: The ability to move two or more body parts at the same time.

Where this unit sits



EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Assessment Criteria

Year 1

- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can use an overarm throw aiming towards a target.
- I understand what good technique looks like.
- I can recognise changes in my body when I do exercise.
- I can work co-operatively with a partner.

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

Assessment criteria for Target Games units in Year 3

Progression of Skills Ladder



Other units that progress into this activity:

Games
Ball Skills
Sending & Receiving

| | | | |
|--|--|----------------------|---|
| <p>Throwing Explore throwing at a moving target.</p> | <p>(Dodgeball) Catching Build the confidence to attempt catching in game situations.</p> | <p>Year 3</p> | <p>Striking Begin to explore striking a ball with sport specific equipment.</p> |
| <p>Throwing Overarm Develop coordination and technique when throwing overarm at a target.</p> | <p>Throwing Underarm Develop coordination and technique when throwing underarm at a target.</p> | <p>Year 2</p> | <p>Striking Develop striking a ball with their hand and equipment with some consistency.</p> |
| <p>Throwing Overarm Explore technique when throwing overarm towards a target.</p> | <p>Throwing Underarm Explore technique when throwing underarm towards a target.</p> | <p>Year 1</p> | <p>Striking Explore striking a ball with their hand and equipment.</p> |
| <p>Throwing Explore throwing using a variety of equipment.</p> | <p>Catching Explore catching using a variety of equipment.</p> | <p>EYFS</p> | <p>Striking Explore sending a ball to a partner.</p> |



Get Set 4 P.E.

Knowledge Organiser: Net and Wall Games Year 1 and Year 2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Tracking a ball

Key Skills: S.E.T

- Social: Respect
- Social: Communication
- Emotional: Honesty and fair play
- Emotional: Determination
- Thinking: Decision making
- Thinking: Using simple tactics
- Thinking: Recalling information
- Thinking: Comprehension



Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Safely
- Ready position
- Partner
- Score
- Racket
- Net
- Underarm
- Space
- Points

Year 2

- Receive
- Opponent
- Quickly
- Trap
- Defend
- Return
- Collect
- Against

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can hit a ball using a racket.
- I can throw a ball to land over the net and into the court area.
- I can track balls and other equipment sent to me.
- I can use a ready position to move to the ball.
- I know how to score points.
- I recognise changes in my body when I do exercise.
- I show honesty and fair play when playing against an opponent.

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

Assessment criteria for the Net and Wall Games units in Year 3

Progression of Skills Ladder

Other activities that progress into this unit are:

Games
Ball Skills
Fundamentals
Sending and Receiving

| | | | | |
|---|--|---------------|--|--|
| Shots Explore returning a ball using focus shots such as the forehand and backhand. | Serving Explore serving from an underarm serve. | Year 3 | Rallying Explore rallying with a forehand. | Footwork Consistently use and return to the ready position in between shots. |
| Hitting Develop hitting a dropped ball over a net. | Feeding Accurately underarm throw over a net to a partner. | | Year 2 | Rallying Explore underarm rallying with a partner catching after one bounce. |
| Hitting Explore hitting a dropped ball with a racket. | Feeding Throw a ball over a net to land into the court area. | Year 1 | Rallying Explore underarm rallying with a partner. | Footwork Use the ready position to move towards a ball. |
| Hitting Explore hitting a ball with their hands. | Feeding and Rallying Explore sending a ball to a partner. | EYFS | Footwork Explore changing direction, running and stopping. | |

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

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

- Balancing
- Travelling actions



Key Skills: S.E.T

- Social: Communication
- Social: Sharing ideas
- Social: Inclusion
- Social: Encouraging and supporting others
- Emotional: Confidence
- Emotional: Trust
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Providing instructions
- Thinking: Planning
- Thinking: Problem solving

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Solve
- Teamwork
- Lead
- Direction
- Co-operate
- Instructions
- Share
- Listen
- Safely
- Travel

This unit builds into:

OAA

Outdoor Adventurous Activities

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can communicate simple instructions.
- I can follow a simple diagram/map.
- I can follow instructions.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

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.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Introduction to PE

| | | | | |
|--|--|---------------|---|---|
| Problem Solving Begin to plan, and with some success, apply strategies to overcome a challenge. | Navigational Skills Understand how to use, follow and create a simple diagram/map. | Year 2 | Communication Work cooperatively with a partner and a small group. | Reflection Verbalise when they were successful and areas that they could improve. |
| Problem Solving Suggest ideas in response to a task. | Navigational Skills Follow a simple diagram/map. | Year 1 | Communication Communicate simple instructions and listen to others. | Reflection Identify when they were successful and make basic observations about how to improve. |
| Problem Solving Explore activities in which they make their own decisions in response to a task. | Navigational Skills Make decisions about where to move in space. | EYFS | Communication Develop their confidence in expressing themselves. | Reflection Begin to identify when they were successful. |



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.

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:

Encourage pupils to use this language in your lessons.

Fast • **Slow** • **Jump** • **Aim**

Direction • **Far** • **Bend** • **Improve**

Hop • **Safely** • **Travel** • **Balance**

Key Skills: Physical

- Running at different speeds
- Combining running and jumping
- Agility and coordination
- Jumping for distance
- Jumping for height
- Throwing for distance



Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Teacher Glossary

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

Where this unit sits



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- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am able to throw towards a target.
- I am beginning to link running and jumping movements.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing over arm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

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

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

| | | | | |
|---|--|----------------------|---|--|
| <p>Running Develop the sprinting action. Explore rhythm when running over obstacles.</p> | <p>Jumping Develop jumping, hopping and skipping actions.</p> | <p>Year 2</p> | <p>Jumping Explore safely jumping for distance and height.</p> | <p>Throwing Develop overarm throwing for distance.</p> |
| <p>Running Explore running at different speeds. Explore running over obstacles.</p> | <p>Jumping Develop balance whilst jumping and landing.</p> | | <p>Year 1</p> | <p>Jumping Explore hopping, jumping and leaping for distance.</p> |
| <p>Running Explore running and stopping. Explore running on the balls of their feet.</p> | | <p>EYFS</p> | <p>Jumping Explore jumping and hopping safely.</p> | <p>Throwing Explore throwing to a target.</p> |



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

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:

Encourage pupils to use this language in your lessons.

• Counts • Action • Travel • Pose

Move • Direction • Forwards • Backwards

• Speed • Fast • Slow • Level • Shape

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).

Where this unit sits



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Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I recognise changes in my body when I do exercise.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

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.

Progression of Skills Ladder

| | | | | | |
|--|---|----------------------|--|---|--|
| <p>Actions</p> <p>Accurately remember, repeat and link actions to express an idea.</p> | <p>Dynamics</p> <p>Develop an understanding of dynamics.</p> | <p>Year 2</p> | <p>Space</p> <p>Develop the use of pathways and travelling actions to include levels.</p> | <p>Relationships</p> <p>Explore working with a partner using unison, matching and mirroring.</p> | <p>Performance</p> <p>Develop the use of facial expressions in their performance.</p> |
| <p>Actions</p> <p>Copy, remember and repeat actions to represent a theme.</p> <p>Explore creating their own actions in relation to a theme.</p> | <p>Dynamics</p> <p>Explore varying speeds to represent an idea.</p> | <p>Year 1</p> | <p>Space</p> <p>Explore pathways within their performances.</p> | <p>Relationships</p> <p>Begin to explore actions and pathways with a partner.</p> | <p>Performance</p> <p>Begin to use counts within their performance.</p> |
| <p>Actions</p> <p>Explore how their body moves.</p> <p>Copy basic body actions and rhythms.</p> | <p>Dynamics</p> <p>Explore actions in response to music and an idea.</p> | <p>EYFS</p> | <p>Space</p> <p>Explore pathways and the space around them and in relation to others.</p> | <p>Performance</p> <p>Are given opportunities to perform in front of others.</p> | |