

Fundamental Movements in Year 4 – Autumn 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"> • use running, jumping, throwing and catching in isolation and in combination. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>Running Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balance Demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping Link hopping and jumping actions with other fundamental skills.</p> <p>Skipping Consistently skip in a rope.</p>
Physical	Balancing, running, jumping, dodging, skipping.		
Social	Supporting and encouraging others, respect, communication, taking turns.		
Emotional	Challenging myself, perseverance, honesty.		
Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development.		
<p>Vocabulary – distance, tension, technique, coordination, control, rhythm, momentum, accelerate, decelerate, pace, transfer, stability</p> <p>Red – Previous year's vocabulary.</p>			

Basketball in Year 4 – Autumn 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"> • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending. 	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p>	<p>Sending and receiving Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Dribbling Develop control whilst dribbling under pressure.</p> <p>Attacking Develop decision making around when to pass and when to shoot.</p> <p>Defending Develop defending one on one and know when to win the ball.</p> <p>Space Move into space to help their team keep possession and score goals.</p>
Physical	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting	
Social	Working safely, communication, collaboration	
Emotional	Honesty and fair play, perseverance	
Thinking	Planning strategies, using tactics, observing and providing feedback	
<p>1. Vocabulary – receiver, footwork, rebound, tracking, interception, mark, travelling, playing area, outwit, opposition, opponent, contact, pivot, court, field, pitch</p> <p>2. Red – Previous year's vocabulary.</p>		



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3	Year 4
Traveling	Opponent
Double dribble	Pivot
Possession	Double dodge
V dribble	Opposition
Receiver	Tracking
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



Get Set 4 P.E.

Where this unit sits

Assessment Criteria

- 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 2

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

Year 3

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

Year 4

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

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving

Develop control when S&R under pressure.

Dribbling

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

Year 5

Attacking

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

Defending

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

Space

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

Sending & receiving

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

Dribbling

Develop control whilst dribbling under pressure.

Year 4

Attacking

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

Defending

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

Space

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

Sending & receiving

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

Dribbling

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

Year 3

Attacking

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

Defending

Track opponents to limit their scoring opportunities.

Space

Develop moving with a ball towards goal with some control.

Sending & receiving

Developing S&R with increased control.

Dribbling

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

Year 2

Attacking

Developing moving into space away from defenders.

Defending

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

Space

Explore moving with a ball towards goal.

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

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"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 		<p>Pupils continue develop their skills in dribbling, sending and receiving a ball with their hands and feet with increased control and accuracy towards a desired target. When catching, pupils can track a ball that is not sent directly towards them before collecting it by scooping it up or catching the ball with two hands. Pupils will now catch balls of different sizes and throw using a variety of techniques.</p> <p>Pupils further develop their understanding of the roles of an attacker and a defender and are able to apply basic tactics in a game. Pupils improve their decision making using their skill of changing direction and finding space. They further develop their skill of positioning their body between and opponent and the ball to retain possession as well as signalling when want to receive the ball.</p> <p>Pupils have a good understanding of how to work co-operatively with a partner and a small group during games, where they understand the rules and can keep a game going. Pupils can provide feedback using key words.</p>	<p><u>Sending & Receiving</u> Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p><u>Dribbling</u> Develop control whilst dribbling under pressure.</p> <p><u>Attacking</u> Develop decision making around when to pass and when to shoot.</p> <p><u>Defending</u> Develop defending one on one and know when to win the ball.</p> <p><u>Space</u> Move into space to help their team keep possession and score goals.</p>
Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space, tracking, rolling, bouncing, dodging		
Social	Co-operation, communication, supporting and encouraging others, respect and kindness, managing games, collaboration		
Emotional	Honesty, fair play, managing emotions, perseverance, challenging myself, respect, empathy,		
Thinking	Connecting information, decision making, recalling information, creativity, planning strategies and using tactics, observing and giving feedback,		
<p>Vocabulary –<i>shoulder, accurate, overhead pass, control, pressure</i>, outwit, pivot, strategy, decision making, creativity</p> <p><i>Red – Previous year’s vocabulary.</i></p>			

Links to the PE National Curriculum

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



Key Skills: Physical

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

Key Skills: S.E.T

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



Ways to improve a sequence

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



Key Vocabulary:

Encourage pupils to use this language in your lessons.

- | | | |
|-------------|------------|-------------|
| • 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 understand the benefits of exercise.
- 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 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 5</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 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>	



Knowledge Organiser: Hockey Year 3 and Year 4



Links to the PE National Curriculum

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

Key Skills: Physical

- Passing
- Dribbling
- Receiving
- Intercepting
- Tackling

Key Skills: S.E.T

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

Key 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:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Dribble
- Receiver
- Possession
- Attack
- Shoot
- Grip
- Interception
- Defence

Year 4

- Opponent
- Trapping the ball
- Mark
- Opposition
- Obstruction
- 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



Get Set 4 P.E.

Where this unit sits

Assessment Criteria

- 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 2

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

Year 3

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

Year 4

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

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

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

<p>Sending & receiving Develop control when S&R under pressure.</p>	<p>Dribbling Select and apply a variety of dribbling techniques to game situations.</p>	<p>Year 5</p>	<p>Attacking Explore creating tactics with others and applying them to game situations.</p>	<p>Defending Develop tracking and marking with a variety of techniques and increased success.</p>	<p>Space Move to create space for themselves and others in their team.</p>
<p>Sending & receiving Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p>Dribbling Develop control whilst dribbling under pressure.</p>	<p>Year 4</p>	<p>Attacking Develop decision making around when to pass and when to shoot.</p>	<p>Defending Develop defending one on one and know when to win the ball.</p>	<p>Space Move into space to help their team keep possession and score goals.</p>
<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>Space Explore moving with a ball towards goal.</p>



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Space • Action • Levels • Timing
- Reaction • Performance • Dynamics
- Unison • Represent • Expression

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

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

Unison: Two or more dancers performing the same movement at the same time.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Where this unit sits



Assessment Criteria

Year 3

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

Year 4

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

Year 5

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

Progression of Skills Ladder

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

Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

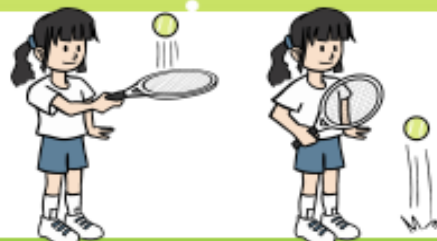
Key Skills: Physical

- 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



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:

Encourage pupils to use this language in your lessons.

- Ready position
- Return
- Serve
- Rally
- Control
- Opponent
- Forehand
- Backhand

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.



Get Set 4 P.E.

Where this unit sits



Assessment Criteria

Year 3

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

Year 4

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

Year 5

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

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Net and Wall Games
Ball Skills
Fundamentals
Sending and Receiving

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



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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



A player is out if:

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 3 would use Year 3 and Year 4 vocabulary

Year 3

- Strike
- Runs
- Wicket
- Wicket Keeper
- Fielding
- Batting
- Grip
- Bowl

Year 4

- Stance
- Retrieve
- Two-handed pick up
- Technique
- Stumped
- Short Barrier

Teacher Glossary

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

Batter: A player on the batting team.

Runs: The unit of scoring.

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

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

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

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

Where this unit sits



Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Year 3

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

Assessment Criteria

Year 4

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

Year 5

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

Progression of Skills Ladder

Striking

Explore defensive and driving hitting techniques and directional batting.

Fielding

Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 5

Throwing

Demonstrate clear technique when using a variety of throws under pressure.

Catching

Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Striking

Develop batting technique consistent with the rules of the game.

Fielding

Develop bowling with some consistency, abiding by the rules of the game.

Year 4

Throwing

Use overarm and underarm throwing with increased consistency in game situations.

Catching

Beginning to catch with one and two hands with some consistency in game situations.

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Striking and Fielding
Sending and Receiving

Striking

Begin to strike a bowled ball using different equipment.

Fielding

Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

Year 3

Throwing

Use overarm and underarm throwing in game situations.

Catching

Catch with some consistency in game situations.

Striking

Develop striking a ball with their hand and equipment with some consistency.

Fielding

Understand that there are different roles within a fielding team.

Year 2

Throwing

Develop coordination and technique when throwing over and underarm.

Catching

Catch with two hands with some coordination and technique.



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.

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



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.

Stamina • Speed • Pace • Technique

Determination • Perseverance • Officiate

Power • Accuracy • Personal Best • Flight

Teacher Glossary

Stamina: the ability to sustain prolonged physical or mental effort

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

Jump: take off and land on two feet

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

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

Where this unit sits



Assessment Criteria

Year 3

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

Year 4

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

Year 5

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

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills

Fundamentals

Games

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

Links to the PE National Curriculum

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

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

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 Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Navigate
- Grid
- Plan
- Rules
- Route
- Discuss
- Trust

Year 4

- Collaborate
- Inclusive
- Symbol
- Effectively
- Orientate

Teacher Glossary

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

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

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

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

Where this unit sits



Assessment Criteria

Year 2

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

Year 3

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

Year 4

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

Year 5

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

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Team Building
Introduction to PE

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