

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.

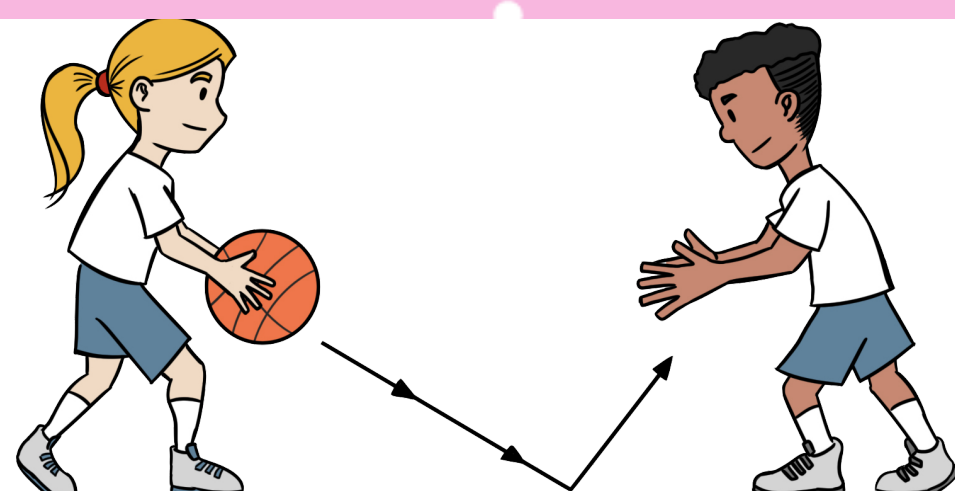
Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting

Key Skills: S.E.T

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

- | | | |
|------------------|--------------|------------|
| • referee | • set shot | • opponent |
| • double dribble | • possession | • rebound |
| • tactics | • conceding | • outwit |
| • set shot | • traveling | |
| • foul | • jump shot | |

Teacher Glossary

Interception: catching a pass made by an opposing player

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

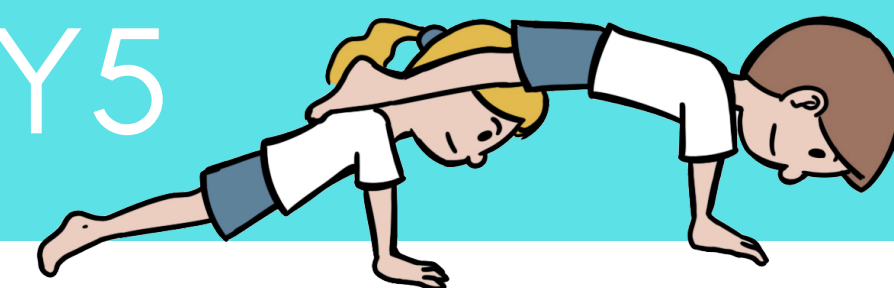
Marking: when a player defends an opponent

Getting free: when an attacking player moves to lose their defender

V dribble: dribbling the ball from one hand to the other usually used to get past a defender

Protective dribbling: when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non dribbling arm out

Foul: when a player contacts an opponent



Links to the PE National Curriculum

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

Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Vault

Key Skills: S.E.T

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



Ways to improve a sequence

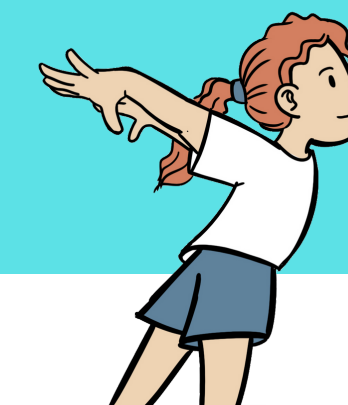
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze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

Key Vocabulary:

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

Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Pathway:** Designs traced in space (on the floor or in the air).
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.
- Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- Canon:** When performers complete the same physical action one after the other.
- Synchronisation:** When performers complete the same physical action at the same time.



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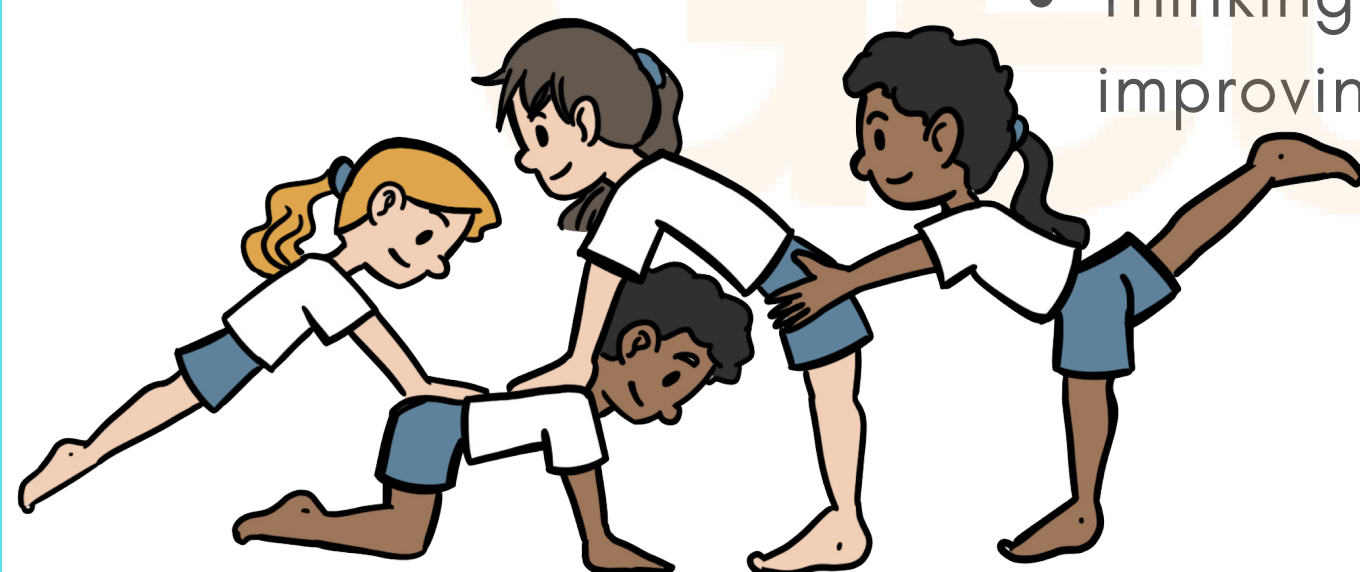
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Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
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- **Timing:** Use canon and synchronisation in the performance.

Key Vocabulary:

- momentum • counter balance • aesthetics
- formation • synchronisation • stability
- inverted • progression • counter tension

Teacher Glossary

Counter balance: A balance where a person uses another person's weight to stay balanced by pushing against them.

Counter tension: A balance where a person uses another person's weight to stay balanced by pulling away from them.

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.

Canon: When performers complete the same physical action one after the other.

Synchronisation: When performers complete the same physical action at the same time.

Formation: Where you are in the space in relation to others.