



Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.



Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



Key Skills: S.E.T

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

Examples of games that use ball skills

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Track
- Shoulder
- Chest
- Bounce
- Overhead
- Receive
- Accurate

Year 4

- Release
- Select
- Persevere
- Consistency
- Control
- Technique

Teacher Glossary

Dribble: To move the ball using your feet or your hands.

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.

Send: To pass to someone with using either your feet or hands.

Receive: To collect or stop a ball that is sent to you using either your hands or feet.



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can 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.

Year 3

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

Year 4

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

Year 5

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



Progression of Skills Ladder

Sending Demonstrate clear technique when sending a ball under pressure.	Catching Demonstrate good technique under pressure.	Year 5	Tracking Demonstrate a range of techniques when tracking and collecting a ball.	Dribbling Dribble with some control under pressure.
Sending Accurately use a range of techniques to send a ball to a target.	Catching Catch different sized objects with increasing consistency with one and two hands.	Year 4	Tracking Consistently track a ball sent directly and indirectly.	Dribbling Dribble a ball with increasing control and co-ordination.
Sending Send a ball with accuracy and increasing consistency to a target.	Catching Catch a range of objects with increasing consistency.	Year 3	Tracking Track a ball not sent directly.	Dribbling Dribble a ball with hands and feet with control.
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.

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

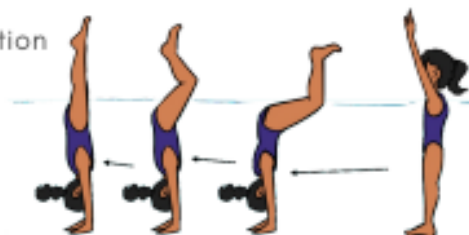
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Key Skills: Physical

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

Key Skills: S.E.T

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



Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3	• Sculling • Crawl • Breaststroke
	• Submersion • Rotation • Backstroke
Year 4	• Buoyancy • Survival • Alternate
	• Huddle • Stroke • Treading water

Teacher Glossary

Body roll: When a swimmer rotates their body from side to side.

Glide: When a swimmer coasts with a pause in their stroke.

Stroke: A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

Sculling: Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

Treading water: A survival technique used to keep the head above the water.

Where this unit sits



Assessment Criteria

Year 2

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

Year 3 and Year 4

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

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

Progression of Skills Ladder



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