



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Questions...

- How does exercise affect our body?
- Can you describe what happens in your body when you warm up?
- Can you identify other activities that can increase stamina, strength, agility and flexibility?
- What muscles can you feel working during the different activities you do?

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 6 would use Year 5 and Year 6 vocabulary

Key Skills: Physical

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

Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



Year 5

- Agility • Technique • Strength • Drive
- Balance • Control • Stamina • Power

Year 6

- Generate force • Record • Analyse
- Continuous • Flexibility • Measure

Teacher Glossary

Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Power: Speed and strength combined.

Where this unit sits



Year 4

- I can collect and record personal fitness data and identify areas I need to improve.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working at over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

Assessment Criteria

Year 5

- I can analyse my fitness data to identify areas of improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

Year 6

- I can change my running technique to adapt to different distances.
- I can collect, record and analyse data to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.
- I encourage and motivate others to work to their best.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand the different components of fitness and ways to test and develop them.
- I work to my maximum consistently when presented with challenges.

KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics
Fundamentals

<p>Agility Change direction with a fluent action and can transition smoothly between varying speeds.</p>	<p>Balance Show fluency and control when travelling, landing, stopping and changing direction.</p>	<p>Coordination Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>	<p>Year 6</p>	<p>Speed Can adapt running technique to meet the needs of the distance.</p>	<p>Strength Can complete body weight exercises for increased repetitions, with control and fluency.</p>	<p>Stamina Use their breath to increase their ability to move for sustained periods of time.</p>
<p>Agility Demonstrate improved body posture and speed when changing direction.</p>	<p>Balance Change their body position to maintain a controlled centre of gravity.</p>	<p>Coordination Demonstrate increased speed when coordinating their bodies.</p>	<p>Year 5</p>	<p>Speed Identify the best pace for a set distance or time.</p>	<p>Strength Demonstrate increased technique in body weight exercises.</p>	<p>Stamina Use their breath to increase their ability to move for sustained periods of time.</p>
<p>Agility Show balance when changing direction at speed.</p>	<p>Balance Show control whilst completing activities which challenge balance.</p>	<p>Coordination Explore increased speed when coordinating their bodies.</p>	<p>Year 4</p>	<p>Speed Demonstrate improved sprinting technique.</p>	<p>Strength Identify activities which help to strengthen different muscle groups.</p>	<p>Stamina Demonstrate using their breath to maintain their work rate.</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

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Selecting and applying skills
- 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

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side, a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

Year 5

- Rebound
- Possession
- Attack
- Defend
- Contact
- Obstruction
- Interception

Year 6

- Contest
- Conceding
- Turnover
- Consecutive
- Consistently

Teacher Glossary

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

Interception: catching a pass made by an opposing player

Turnover: when a team not in possession of the ball gains possession

Marking: when a player defends an opponent

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

Rebound: when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play

Where this unit sits

Assessment Criteria

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can defend one on one and know when to win the ball.
- 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 pass, receive and shoot the ball with increasing control.
- 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 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 pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I can use feedback provided to improve my work.
- 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

- I can create and use space to help my team.
- I can pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use feedback provided to improve the quality of my work.
- I can use marking, and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

Year 6

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

Progression of Skills Ladder



Sending & receiving

Develop making quick decisions about when, how and who to pass to.

Attacking

Explore creating attacking tactics with others in response to the game.

Year 6

Defending

Explore creating and applying defending tactics with others in response to the game.

Space

Move to the correct space when transitioning from attack to defence.

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.

Attacking

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

Year 5

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.

Attacking

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

Year 4

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.