



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 use running, jumping, throwing and catching in isolation and in combination

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:

- distance
- control
- pace
- technique
- momentum
- rhythm
- accelerate
- co-ordination
- tension
- decelerate
- stability
- transfer

Key Skills: Physical

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



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

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.

Accelerate: Speed up.

Decelerate: Slow down. Used when stopping or turning.

Tension: using body tension to help to balance when stopping or landing.



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.
- Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination.
 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying skills

A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball that they have thrown. So, if a player throws it and their opponent catches it cleanly, then the player who threw it is out and one of their opponents' team is allowed back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

Key Vocabulary:

- throw
- catch
- possession
- opposition
- dodge
- rules
- court
- defend
- attack
- protect
- block
- caught
- communicate

Teacher Glossary

Live Ball: A "LIVE" ball is one that has not bounced or hit a wall/ceiling.

End Zone: The areas at the back of the court where players must stand at the start of a game.

Target: Any 'live' player on the opposing team.

Dead Zone: The area that runs through the centre of the court. Only a player's hands are allowed in the dead zone.



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

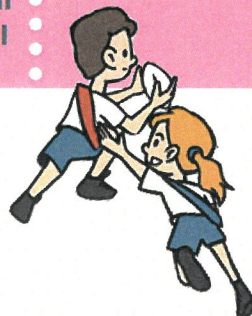
- Passing
- Catching
- Dodging
- Tagging
- Scoring

Key Skills: S.E.T

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

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Key Vocabulary:

- | | | |
|--------------|--------------|-----------|
| • defence | • receiver | • mark |
| • tag | • try | • dodge |
| • opponent | • possession | • offside |
| • opposition | • onside | |
| • score | • outwit | |

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

Try line: The line behind which a player must place the ball in order to score a try

Try: The unit of scoring in tag rugby

Tag: When a player pulls the tag of the opposition who is in possession of the ball

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



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

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:

• unison • explore • create • feedback

• perform • timing • levels • flow

• dynamics • expression • actions

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.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

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



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

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



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:

speed • accurately • power • personal best
 determination • further • faster
 • control • strength • pace

Teacher Glossary



Push throw: when the performer pushes the item through the air

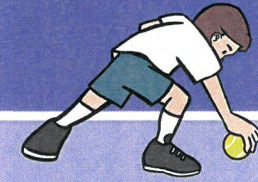
Pull throw: when the performer pulls the item through the air

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

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



Links to the PE National Curriculum

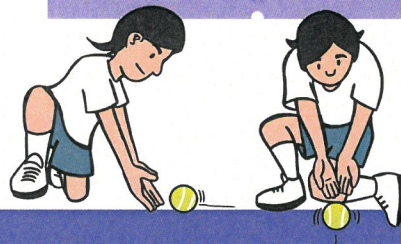
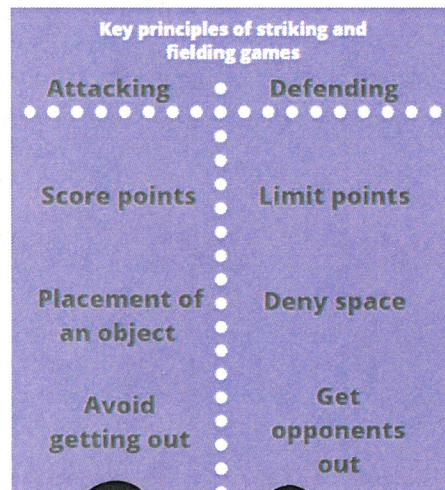
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how 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
- Tracking a ball
- Fielding and retrieving a ball
- Batting

Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



How to score:

Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

A player is out if:

- Caught out: by a fielder before the ball touches the floor.
- Stumped out: by a fielder at the base the batter is running to.
- Run out: meaning the batter has run to a base where another batter is standing.
- Running inside the bases.

Key Vocabulary:

- strike
- batting
- bowl
- Fielding
- retrieve
- two-handed pick up
- stance
- stumped
- short barrier
- technique
- backstop
- post
- rounder

Teacher Glossary

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

Batter: A player on the batting team.

Rounder: The unit of scoring.

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

Backstop: The player on the fielding side who stands behind the live batter.