



Links to the PE National Curriculum

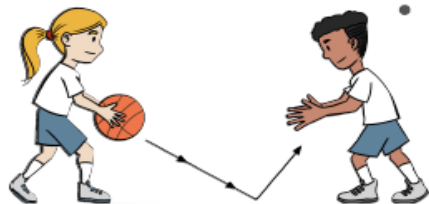
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how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

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

Year 5

- Referee
- Set shot
- Traveling
- Opponent
- Double dribble
- Possession
- Foul
- Rebound

Year 6

- Tactics
- Conceding
- Jump shot
- Outwit

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 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

- I can create and use space to help my team.
- I can dribble, 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 the rules of the game honestly and consistently.
- 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.
- I understand when to use different styles of defence in game situations.

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

Other units that progress into this activity are:

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

Sending & receiving

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

Dribbling

Dribble consistently using a range of techniques with increasing control under pressure.

Year 6

Attacking

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

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.

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

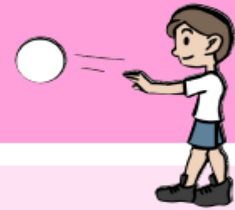
Develop decision making around when to pass and when to shoot.

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.



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 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

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



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.
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Year 6

Defending

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Space

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

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.

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

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

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