



# The PE Curriculum Year 6

Intent	<p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>
Implementation	<p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics &amp; striking and fielding.</p> <ul style="list-style-type: none"> <li>• The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.</li> <li>• We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE.</li> <li>• Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week.</li> <li>• Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.</li> <li>• Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities.</li> <li>• Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new</li> <li>• Children from Year 3 and 4 access swimming for 3 terms.</li> <li>• To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.</li> </ul>
Impact	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p>

Year 6 – Autumn 1		Unit 1 – Games: Invasion		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• use running, jumping, throwing, and catching in isolation and in combination</li><li>• 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</li></ul>				
Overall Outcomes				
ALL: Can participate fully in a variety of games				
MOST: Can work as part of a team and have an active role in group discussions. Can adapt skills to a variety of games				
SOME: Can consistently show high levels of skill in a variety of invasion games. Can demonstrate leadership skills when working within a group. Consistently apply defensive and offensive strategies to games				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object	Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	Move into a space appropriately Develop own attacking / defensive strategies Use tactics in a game situation Demonstrate elements of flair and creativity in game situations Consistently show teamwork and fair play
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know and apply basic skills to game situations Know High 5 netball positions Know and implement attacking and defensive tactics in a game Know how to develop own attacking and defensive tactics Know to show high levels of awareness of game principles Know how to execute a variety of passes consistently		Apply basic skills to game situations Have some creative input into the creation of a game Show high levels of control, skill and accuracy Execute a variety of passes consistently Recognise and move into a space quickly Apply flair in game situations		
Subject Guidance for teachers				

### Chest Pass



### Chest Pass

1. From a two-handed catching position make sure the ball is kept at chest height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball out, extending and following through with the arms, wrists, hands and fingers in the direction of the receiver

### Bounce Pass



### Bounce Pass

1. From a two-handed catch take the ball to just above waist height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball down, aiming for it to bounce two-thirds of the distance towards the receiver.

### Overhead Pass



### Overhead Pass

1. Balanced starting position with opposite foot forward to throwing arm
2. Use second to steady the ball if necessary
3. Hold the ball at head height with fingers spread behind (not under) the ball
4. Body weight is transferred from the back foot to the front foot
5. The hand, arm and shoulder should then thrust forwards towards the target

### Key Assessments

#### All Children will:

- Can participate in a game
- Can work as part of a team
- Can perform skills in a game situation
- Can adapt skills to new game situations
- Can show awareness of principles of attack and defence

**Most Children will:**

Can execute basic skills consistently

Have some creative input into creation of game

Can evaluate own performance in a game

Can participate effectively in any game situation

Can demonstrate skills to participate effectively in games

**Some children will:**

Can apply basic skills to game situations

Can demonstrate leadership and evaluation skills

Can evaluate game and make appropriate changes

Can implement defensive and offensive tactics in games

Show a high level of awareness of game principles and can show high levels of control and skill

**Subject specific vocabulary and definitions (Tier 3 vocabulary)**

Technique	A particular way of doing something
Reactions	Ability to move quickly in response to something.
Attack	Trying to score a goal
Defence	Trying to stop the other team scoring a goal
Accuracy	Throwing a ball in an exact way without making a mistake

**Medium Term Planning**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To refine basic skills.		To develop a new invasion game.			To perform skills in a game situation.

Year 6 – Autumn 2			Unit 2 – Athletics: Indoor	
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li><li>• develop flexibility, strength, technique, control and balance</li></ul>				
Overall Outcomes				
All: Can show improvement in athletic tasks				
MOST: Can consistently show correct technique in a variety of events				
SOME: Can evaluate and improve performance using consistently good technique				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation.	Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects	Jump and land safely. Describe and evaluate jumping action. Use correct technique to achieve maximum power. Recognise and describe what the body feels like after exercise.	Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery	Isolate parts of the jump in order to improve performance. Combine elements of jump to maximise distance. Adapt pace to race situation. Develop preferred starting position.
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
Know and use parts of the jump in isolation. Know how to show improvement in jumping Know to adapt pace to race situation. Know how to perform triple jump with balance and control.			Perform a variety of jumps fluently. Show improvement in jumping. Can sustain an appropriate pace for a race. Consistently show power and effective technique when jumping, throwing and sprinting. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude	
Subject Guidance for teachers				
Running				



## Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

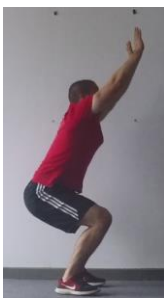
## Jumping Far



## Jumping Far

1. Feet face forward, below shoulders
2. Bend knees
3. Rock gently
4. Swing arms
5. Take off from balls of feet
6. Arms swing forward and reach for trapeze
7. Land on 2 feet

## Jumping High



## Jumping High

1. Knees are bent at least 90 degrees
2. Feet and legs are extended in full and fast action
3. Upward arm lift is coordinated with leg action
4. Head lifting and focused on target
5. Extend body fully and stretch arms out above head
6. Control landing and land close to take-off point

## Key Assessments

### ALL:

- Can complete challenges
- Show some improvement in jumping
- Use good technique in all events
- Show improvement
- Can sustain a run at an appropriate pace

### MOST:

Select appropriate technique independently

Evaluate own performance

Show high levels of performance in some events

Can explain how they have improved

Adapt pace to race situation

**SOME:**

Develop an idea to improve performance

Evaluate performance of others and suggest improvements

Show high levels of performance in all events

Can explain how to improve performance further and how to maintain high levels of performance

Use knowledge of tactics in a race situation

**Subject specific vocabulary and definitions (Tier 3 vocabulary)**

Determination	Not letting anything stop you from doing what you have set out to do.
Endurance	Sustain a run at an appropriate pace
Technique	A particular way of doing something
Sprint	A short, fast running race

**Medium Term Planning**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To select appropriate skill for events.	To develop jumping technique.	To select and apply appropriate technique.	To improve on a performance.	To run for an extended period of time.	

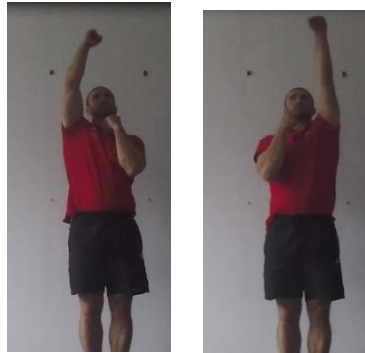


Year 6 – Spring 1			Unit 3 – Dance: Performance Dance	
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>perform dances using a range of movement patterns</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>				
Overall Outcomes				
ALL: Can perform a dance routine in time with music				
MOST: Can show creativity and actively participate in group work				
SOME: Can consistently perform with energy and enthusiasm, can lead groups with good leadership skills				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Show originality when moving on different levels. Improve sequences based on Feedback Work collaboratively to adapt a sequence.	Give specific feedback on a performance. Use specific feedback to improve performance.	Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.	Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.	Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance. Adapt and change a performance based on self evaluation. Give appropriate feedback.
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
Know how to perform and link dance phrases appropriately and effectively. Know how to lead groups and perform with high levels of energy. Know how to give appropriate feedback Know to move imaginatively and appropriately to a range music.			Can work within and contribute to group decisions. Replicate quickly what they have seen. Can lead groups and perform with high levels of energy. Create and perform original routine with elements of performance and flair. Give appropriate feedback	
Subject Knowledge for teachers				

**Lunge**



**Piston Punch**



**Shoulder roll**



RIGHT STEP - Facing forward, right foot moves right, left foot joins it and clap.

LEFT STEP - As above but opposite.

LUNGE - Start with feet together, one large step forward bending the front and back knees at the same time.

SHOULDER ROLL - Feet shoulder width apart bend knees slightly, let arms hang loose and roll shoulders forward slowly in a large circle.

SQUATS - Feet shoulder width apart, arms stretched out in front, bend knees to 90 degrees and up again.

PISTON PUNCH - Children punch in the air using alternate hands. While arms are punching opposite leg should be marching. Perform over 2 counts.

GRAPEVINE - Wide step right, left foot then steps behind right foot, step right with right foot, left foot then steps in front of right foot. Repeat for other direction.

**Music suggestions**

‘IT’S LIKE THAT’ Run DMC feat. Jason Nevins

CHART DANCE MUSIC

‘LOVE SOMEBODY’ Atlantis

**PRACTICE**

In groups practice their sequence. Introduce Must Haves as a success criteria and key vocab:

1. Change of level
2. Timing to music
3. A start and ending holding position.
4. Working together
5. Being a team

**Key Assessments**

**ALL:**

Can work within a group

Perform short sequence

Can perform majority of dance

Can perform all of the sequence


**MOST:**

Can contribute to group

<p>Give appropriate feedback</p> <p>Can communicate ideas</p> <p>Can perform all of sequence</p> <p>Can perform all with control</p> <p><b>SOME:</b></p> <p>Can lead and direct group</p> <p>Use feedback to improve performance</p> <p>Can replicate quickly what they have seen</p> <p>Can adapt performances to incorporate equipment</p> <p>Can lead groups and perform with high energy levels</p>
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Subject specific vocabulary and definitions (Tier 3 vocabulary)	
Tempo	Speed at which a piece of music is played/ dance is performed
Linking	When one movement seamlessly changes to the next
Fluidity	The performance continues to flow and is not staggered
Sequence	A set of movements linked together
Beat	Main rhythm that a piece of music has

Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To create part of a dance Sequence.	To refine performance.	To perform part of a dance sequence.	To perform a complex dance sequence.	To perform a complex dance sequence.	

Year 6 – Spring 2			Unit 4 – Gym: Flight	
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>develop flexibility, strength, technique, control and balance</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li></ul>				
Overall Outcomes				
ALL: Can work as part of a group and can show awareness of gymnastic principles				
MOST: Can perform leaps, spins, turns, rolls and balances consistently and accurately as part of a complex sequence				
SOME: Can show elements of leadership in group work and can perform gymnastic sequence consistently				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Show tension in some movements and balances. Create an original 5 part sequence. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.	Show tension in a variety of movements and balances. Create an original 5 part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback	Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback.	Consistently show tension and control. Perform leaps as part of a sequence Create own sequence. Respond to and give appropriate feedback..	Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
Know how to perform given positions accurately. Know how to perform a range of leaps. Know how to perform a wide range of rolls accurately. Know how to create a complex sequence. Know how to create original sequence using apparatus. Know how to turn and spin with control.			Work effectively in a group. Show elements of decision making and leadership.	
Teacher subject knowledge				
Spin				
<div><div></div><div><p>Spin</p><ol style="list-style-type: none"><li>1- Step forward so one foot is in front of the other</li><li>2- same arm as front foot raised in front of body, bent at the elbow.</li><li>3- other arm facing towards back leg, extended.</li><li>4- transfer weight onto front foot, straighten front arm and open chest.</li><li>5- rear leg should be brought across standing leg and bent to create rotation.</li><li>6- for full spin bring arms into body.</li></ol></div></div>				

## Jump



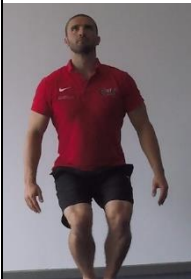
### Jumping

- 1- start in stable position
- 2- bend your knees
- 3- rock back
- 4- perform breast stroke arms and power forward on take-off.
- 5- push off from balls of feet.

### Landing

- 1- both feet facing the same way
- 2- bend your knees
- 3- lower arms beside the body
- 4- nice and quiet.

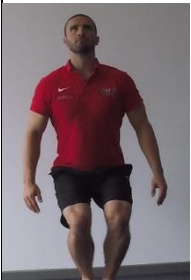
## Tuck jump



### Tuck Jump

1. Stand straight
2. Jump so legs tuck up tightly to the body
3. Land on 2 feet

## Straddle jump



### Straddle Jump

- 1- Stand straight
- 2- Jump whilst stretching arms out to the side
- 3- Legs stay straight and go out to the side
- 4- EXT- legs come out and forward

## Stretch jump



### Stretch Jump

- 1- Stand straight
- 2- Arms stretch straight above head
- 3- Legs stay straight and toes point towards the ground

## Log roll

### Log Roll

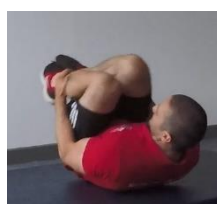
1. Children lie on mat with straight arms and legs with fingers and toes pointing.
2. Roll sideways travelling from back to front to back again going the same direction in one continuous motion.



## Egg roll

### Egg Roll

- 1- Start in a kneeling position with back straight.
- 2- Tuck up so back is parallel with floor.
- 3- Roll sideways.
- 4- Finish in original starting position.



## Dish and hollow

### Dish and Hollow

1. Same as Log Roll although this time arms and legs don't touch the floor at any point.
2. Start on back with straight arms and legs raised slightly in the air.
3. Children roll sideways onto their front, arching their back so arms and legs don't touch the floor and in one continuous motion keep rolling until on their back again.



## Key Assessments

**ALL:**

Perform movements with control  
 Can create a complex sequence  
 Can work effectively as a pair  
 Can work effectively within a group  
 Can evaluate performance

**MOST:**

Can show extension into next movement  
 Can perform a sequence with precision  
 Evaluate others performance  
 Can perform sequence with control as part of a group  
 Can show objectivity in decision making

**SOME:**

Can join 3 movements together  
 Know how to improve own performance  
 Evaluate and improve performance of the pair  
 Can show elements of leadership  
 Can adapt ideas showing good gymnastic awareness  
 Can make everyone in the group feel valued  
 Demonstrate a sound understanding of gymnastic performance

**Subject specific vocabulary and definitions (Tier 3 vocabulary)**

Seamless	No breaks or gaps so that it continues without stopping.
Elegance	Graceful
Precision	Do something exactly as it should be done
Poise	Calm, dignified, and self - controlled
Canon	One after the other
Leap	Jump high in the air or jump a long distance
Unison	At the same time
Mirror	At the same time but a reflection

**Medium Term Planning**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
To know a variety of leaps, turns and spins.	To create and perform a complex sequence.	To work with a partner to adapt a sequence.	To work in a group to adapt a sequence.	To work in a group to adapt a sequence.	To perform a complex sequence as part of a group.

Year 6 – Summer 1			Unit 5 – Games: Net/Wall	
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• 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</li></ul>				
Overall Outcomes				
ALL: Can perform a variety of shots with accuracy and control				
MOST: Can perform a variety of shots using correct technique consistently				
SOME: Show awareness of tactics in order to play competitively				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving. Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment.	Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions. Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately.	Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation. Show basic fielding principles. React quickly to events in a game situation.	Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.	Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
Know to consistently select the correct shot in any given situation. Know to use skills and knowledge to effectively win games. Know to use correct technique when striking a ball. Know to consistently show accuracy using backhand Know to consistently show accuracy using forehand. Know to consistently show accuracy using volley. Know to use correct technique when throwing and stopping a ball.			Keep a rally going over a prolonged period of time. Contribute to group discussions. Lead group and resolve any conflicts React well to changing situations.	



Know to transfer from stop to throw quickly.  
Know to use correct technique when striking a ball.

### Teacher subject knowledge and guidance:

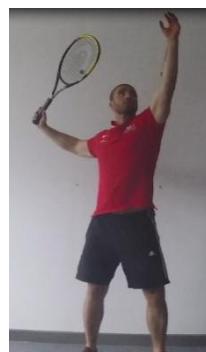
#### ROLLING MATCH PLAY

1. Set up a rectangle 20m x 10m
2. Line up players along outside of the long side of the rectangle numbered 1-15
3. Teacher calls a number and those players enter the rectangle at either side of the 'court'
4. 1st player hits a ball along the floor to the other side, opponent can choose to stop it and return it or hit it back straight away.
5. Point are awarded by hitting the ball so it goes over the oppositions end line of the court (short line)
6. If the ball goes out of the side your opponent gets the point.
7. Award bonus points for technique and support of team mates

#### A POINT IS WON WHEN

1. The ball bounces twice on your opponents side of the court,
2. Your opponent hits the ball into the 'net'
3. Your opponent hits the ball out of the court with it bouncing.

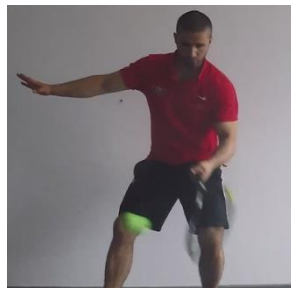
### Serve



#### Tennis Serve

- 1- Hitting arm should start raised behind the head with elbow high and bent.
- 2- Body should be facing sideways on to partner.
- 3- Feet face partner.
- 4- Toss ball high in front of player
- 5- Body twists into the shot
- 6- Arm should follow through in a straight line towards partner.

### Forehand



## Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

### Key Assessments

#### ALL:

Can hit a moving ball  
 Can hit a ball on the volley  
 Can complete movement slowly in a coordinated way  
 To participate in a rally  
 Know the rules of tennis

#### MOST:

Can keep a rally going  
 Can volley with control  
 Can coordinate throwing and hitting  
 Can use a variety of shots  
 Know how to win

#### SOME:

Can consistently show accuracy  
 Consistently show accuracy using backhand  
 Can hit a volley consistently with precision  
 Use correct technique  
 Can react well in any situations

SOME: Can use skills and knowledge effectively to win

### Subject specific vocabulary and definitions (Tier 3 vocabulary)

Precision	Doing something exactly as it should be done
Aim	Pointing towards before throwing.
Volley	Hit the ball before it touches the ground
Backhand	A shot in tennis which you make with your arm across your body
Forehand	A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To consolidate the forehand shot,	To consolidate backhand shot.	To consolidate volley.	To introduce serve.	To develop shot selection.	To play and officiate a tennis game.
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Year 6 – Summer 2		Unit 6 – Games: Striking/Fielding		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• 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</li></ul>				
Overall Outcomes				
ALL: Can apply basic skills to games				
MOST: Can contribute to group discussions and can perform well for the good of their team				
SOME: Can show leadership within a group, can perform skills consistently				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object	Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	Move into a space appropriately Develop own attacking / defensive strategies Use tactics in a game situation Demonstrate elements of flair and creativity in game situations Consistently show teamwork and fair play
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know and apply basic skills to game situations Know High 5 netball positions Know and implement attacking and defensive tactics in a game Know how to develop own attacking and defensive tactics Know to show high levels of awareness of game principles Know how to execute a variety of passes consistently		Apply basic skills to game situations Have some creative input into the creation of a game Show high levels of control, skill and accuracy Execute a variety of passes consistently Recognise and move into a space quickly Apply flair in game situations		
Teacher subject knowledge and guidance				
<a href="#">team scatterball Ground Fielding - Rounders Drills,   Sportplan</a> (scatterball rules)				
<a href="#">simplified rules:Layout 1 (jaskc.re)</a> (Rounders rules)				

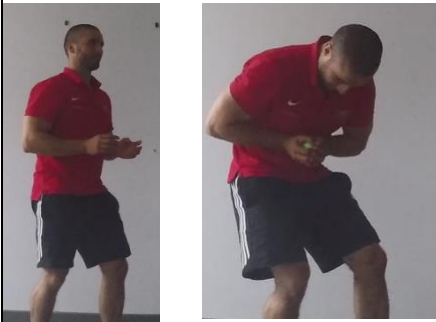
## Overarm throw



### Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

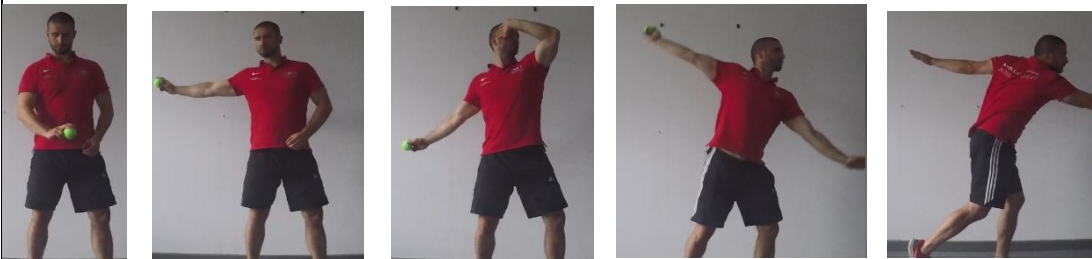
## Catch



### Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

## Cricket bowling



### Bowling

- 1- Hold ball in writing hand
- 2- Grip ball with index and middle over the top of the ball
- 3- Stand sideways on with weaker arm facing the stumps
- 4- Feet shoulder width apart, front foot pointing at the stumps.
- 5- Raise and bend front arm in front of face so that you can see stumps over your elbow
- 6- Bowling arm remains straight and comes up and over , brushing ear as it goes past the head
- 7- As bowling arm comes up and over, front arm moves down and hips turn to face the stumps.
- 8- On release the 2 holding fingers should be facing the stumps.

### Long barrier stop



#### Long barrier Stop

- 1- Get into line with the ball
- 2- Twist your upper body, leading with the shoulder furthest from the ball.
- 3- Bend both knees, so that the knee of the leg nearest to the ball touches the ground, but it is also in front of the back of the heel of the other leg.
- 4- With fingers down and head forward, pick up the ball and then stand back up ready to deliver

### Cricket grip and shot



#### Cricket grip

- 1- For a right-hander the left hand should be at the top of the handle- vice versa for a left-hander.
- 2- Check both your hands are fairly close together on the bat, towards the top of the handle.
- 3- Form a "V" by pointing your thumb and forefinger down between outside edge and centre of back of bat.
- 4- The top hand rests comfortably on the inside of the front thigh (left thigh for a right hander).
- 5- And the back of the top hand should face towards extra cover.

### NON- STOP CRICKET

2 games side by side.

1. Set up a pitch with a set of stumps and a cone either side 3m away to run around.
2. 2 teams of 6, one batting, one fielding.
3. Bowler bowls from at least 10m away (overarm or underarm). 6 bowls per player.
4. Batters hit the ball and have to run round a cone of their choice. 1 point for every time they make it back to the wickets.
5. Fielders have to get the ball back to bowler who can bowl at any time whether the batter is back or not.
6. Batter is out if they are caught, the ball hits the wickets, or the batter hits their own wickets.

When all batter's are out, teams swap over.

Key Assessments					
<b><u>ALL:</u></b> Can use correct technique when throwing and stopping a ball Can use correct technique when striking a ball Can strike, field and bowl consistently well Can work as a team to develop a game					
<b><u>MOST:</u></b> Can transfer from stop to throw quickly Can select direction of strike Show teamwork and fair play Make contributions to group discussions					
<b><u>SOME:</u></b> Can react quickly to events Can strike with good timing Show high levels of skill Can lead a group and help resolve any conflicts					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Communication	Exchanging ideas with each other				
Skills	Knowledge and ability that enables you to do something well				
Accuracy	Throwing a ball in an exact way without making a mistake				
Positioning	The position you choose to hold to ensure you can defend effectively				
Swing	Moving backwards and forwards from a fixed point				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To consolidate fielding skills.	To consolidate striking skills.	To apply skills to a game.		To develop a striking and fielding game.	