



## 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:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

### Year 3

Defence ● Receiver ● Possession ● Attack  
 Tag ● Try ● Score ● Mark ● Dodge

### Year 4

● Opponent ● Onside ● Offside  
 ● Opposition ● 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

# Where this unit sits

## Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

**Year 2**

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

**Year 3**

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive 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 and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- 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**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

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

<p><b>Sending &amp; receiving</b> Develop control when S&amp;R under pressure.</p>	<p><b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.</p>	<p><b>Year 5</b></p>	<p><b>Attacking</b> Explore creating tactics with others and applying them to game situations.</p>	<p><b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.</p>	<p><b>Space</b> Move to create space for themselves and others in their team.</p>
<p><b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p><b>Dribbling</b> Develop control whilst dribbling under pressure.</p>	<p><b>Year 4</b></p>	<p><b>Attacking</b> Develop decision making around when to pass and when to shoot.</p>	<p><b>Defending</b> Develop defending one on one and know when to win the ball.</p>	<p><b>Space</b> Move into space to help their team keep possession and score goals.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p><b>Year 3</b></p>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.</p>	<p><b>Year 2</b></p>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>



## 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
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's Leg Before the Wicket when the ball is travelling towards the wicket.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 3 would use Year 3 and Year 4 vocabulary

	Strike	Runs	Wicket	Wicket Keeper
<b>Year 3</b>	•	•	•	•
	•	•	•	•
	•	•	•	•
<b>Year 4</b>	•	•	•	•
	•	•	•	•
	•	•	•	•

## Teacher Glossary

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

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

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

**Wicket Keeper:** The player on the fielding side who stands behind the wicket.

**Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.

# Where this unit sits



## Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

## Assessment Criteria

### Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I understand the aim of the game and this shows in my performance.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some 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 strike a bowled ball with increasing consistency.
- I can use feedback provided to improve my work.
- I can work collaboratively with others to score runs.
- I can work co-operatively with others to manage our game.
- 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 use this.

## Progression of Skills Ladder

Other units that progress into this activity are:

Games  
Ball Skills  
Fundamentals  
Striking and Fielding  
Sending and Receiving

<p><b>Striking</b> Explore defensive and driving hitting techniques and directional batting.</p>	<p><b>Fielding</b> Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p>	<b>Year 5</b>	<p><b>Throwing</b> Demonstrate clear technique when using a variety of throws under pressure.</p>	<p><b>Catching</b> Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
<p><b>Striking</b> Develop batting technique consistent with the rules of the game.</p>	<p><b>Fielding</b> Develop bowling with some consistency, abiding by the rules of the game.</p>	<b>Year 4</b>	<p><b>Throwing</b> Use overarm and underarm throwing with increased consistency in game situations.</p>	<p><b>Catching</b> Beginning to catch with one and two hands with some consistency in game situations.</p>
<p><b>Striking</b> Begin to strike a bowled ball using different equipment.</p>	<p><b>Fielding</b> Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>	<b>Year 3</b>	<p><b>Throwing</b> Use overarm and underarm throwing in game situations.</p>	<p><b>Catching</b> Catch with some consistency in game situations.</p>
<p><b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.</p>	<p><b>Fielding</b> Understand that there are different roles within a fielding team.</p>	<b>Year 2</b>	<p><b>Throwing</b> Develop coordination and technique when throwing over and underarm.</p>	<p><b>Catching</b> Catch with two hands with some coordination and technique.</p>