



## Links to the PE National Curriculum

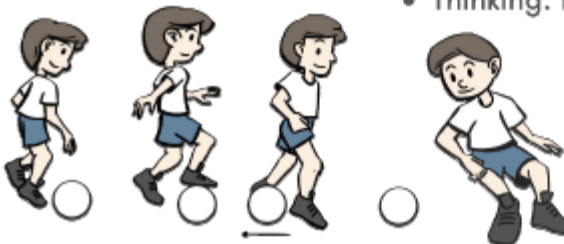
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how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

- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making



## Key Rules

- **Handball:** when a player handles the ball with any part of their arm.
- **Goal kick:** a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- **Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- **A penalty kick:** is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

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

**Year 3** • Dribbling • Defender • Control • Outside  
• Goal keeper • Attacker • Inside • Possession

**Year 4** • Opponent • Communicate • Tackle  
• Opposition • Tracking • Available

## Teacher Glossary

**Interception:** intercepting 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

**Foul:** an act by a player that breaks the rules of the game

**Throw in:** A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched 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 beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can move with a ball towards goal with increasing control.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- 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 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.

**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 use them most of the time to play honestly and fairly.
- 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**

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