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| PE-Invasion Games at St Mary’s  A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | | | | | | |
| National Curriculum KS1:  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as   developing balance, agility and co-ordination, and begin to apply these in a range of activities   * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | National Curriculum KS2:  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 * 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 * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Concept | Invasion Games | | | | | |
| Vocabulary | Shoot  Dribble  Travel  Court  Pass  Stick   |  | | --- | |  | | Shoot  Dribble  Travel  Court  Pass  Stick | Backboard/Hoop  Strike  Positions: attack, defence  Receive  Push Pass  Pressure  Possession  Scanning  Pivoting | Backboard/Hoop  Strike  Positions: attack, defence  Receive  Push Pass  Pressure  Possession  Scanning  Pivoting | Free-throw Rebound  Double Dribble  Slap Pass  Cover  Goal slide  Pass selection  Obstruction | Free-throw Rebound  Double Dribble  Slap Pass  Cover  Goal slide  Pass selection  Obstruction |
| Knowledge | | | | | | |
| Throwing and catching a ball | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used. | Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a game. |
| Travelling, passing and possession of a ball | Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.  Pass the ball to another player.  Use kicking skills in a game. | Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game.  Know how to pass the ball in different ways. | Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game.  Pass the ball in two different ways in a game situation with some success.  Know how to keep and win back possession of the ball in a team game. | Move with the ball using a range of techniques showing control and fluency  Pass the ball with increasing speed, accuracy and success in a game situation.  Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively.  Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.  Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Attacking and defending |  |  | Use simple attacking and defending skills in a game. | Use a range of attacking and defending skills and techniques in a game. | Choose the best tactics for attacking and defending.  Shoot in a game. | Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending. |
| Tactics and rules | Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space. | Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. | Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games. | Vary the tactics they use in a game.  Adapt rules to alter games. | Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game. | Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead others during a game. |
| Compete and/or perform | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition. |
| **Non-negotiables** | | | | | | |
| Tactics | Working in triangles to have options for passing  Identify weaknesses in the other team and respond to these | | | | | |
| Defending and Attacking | **Defending:**  **Delay** If possession is lost quickly—a de-fender should try to slow the attacker down so other players can get back in position (goal side).  **Balance** Defenders need to move into an ap-propriate formation in relation to where the ball is.  **Pressure** Closest defender moves towards the attacker with the ball - aim to slow the attacker down or guide them into a certain direction  **Cover** When a defender puts pressure on the attacker — the other defenders cover the space the defender left.  **Attacking:**  **Support** To give the player in possession as many options as possible team-mates move into different positions to receive the ball. This could be to the side / behind / in front of the ball.  **Improvisation** Players need to become creative to get past an organised defence e.g. one-twos, fake passes, outwit defenders with the ball  **Width** To create space in front of the goal send the ball wide to move the defenders out of position—giving an easy chance to shoot at goal.  **Penetration (forward move)** A quick pass or dribble through the defensive line in order for the attacking team to get closer to their opponents goal | | | | | |
| Hockey | **One Stick**: In hockey all sticks are primarily the same, with a flat and curved side, which is always the same way around. Players may only touch the ball with the flat side of the stick, meaning that a player has to move their stick, or themselves when the ball is on their left-hand side. Top stick shows the flat side and bottom stick the curve side  **Grip:** Left (top) hand above the right (bottom) is a great start and holding the top (grip) of the stick (double V grip). The V shapes point down towards the curved edge of the stick. Make sure there is a gap between the top and bottom hand as this provides control, this gap can decrease as control improves and also for certain passes. Holding the grip correctly allows an easy transfer to the reverse side.  **Push Pass:** Left hand at top, right hand at bottom of grip/ left foot forwards/ push ball from behind body/ follow through with stick in direction you want ball to go. Used for a shorter pass  **Slap Pass:** Left hand at top, right hand at bottom of grip, hands can come together/ left foot forwards/ knees bent/ aim for chest on knee/head over ball/ stick draws semi-circle across ground contacting ball slightly in front of body. Used for a longer pass **Hit:** Both hands at top of grip/ ball in line with left foot/ head over ball/ contact ball with flat stick face and follow through where you want ball to go. Used for more power.  **Uni-hoc:** Adopts many of the same rules as regular hockey with the main difference being the stick used and a softer ball. The uni-hoc stick is plastic and resembles for of an ice-hockey stick. This means that both sides of the stick can be used to hit the ball. This provides more control for young children and can be used to build to regular hockey  **Sending the ball:** using the front of the stick line the ball up in the middle and push/strike towards your team-mate  **Receiving the ball:** cushion the ball with the stick—try to receive the ball in a side on position | | | | | |
| Netball | **Chest Pass**  Both thumbs to the back of the ball, take the ball from your chest and send it to a team-mates chest (ball should not touch the floor). Fingers finish pointing towards the target and palms facing out.  **Bounce Pass**  Same setup at the chest pass with the exception of fingers end up pointing to the floor when you let go of the ball. Aim towards your teammates feet– the ball should bounce once.  **Shoulder Pass**  One handed pass—cradle the ball in hand and lift the ball to shoulder—push the ball quickly towards your teammate. Foot position opposite foot forwards to the hand being used.  **Shooting**   1. Feet shoulder-width apart facing the target 2. Ball held high directly ABOVE head. 3. Knees are slightly bent to push off with 4. Eyes looking at a point above the ring 5. Push the ball upwards using the wrist and fingers   **Overhead Pass**  Bend your arms and keep your elbows close to your body.  Lift the ball over your head.  Step forward and release the ball.  The flight of the ball should be high.  **Communication**  To show that you would like the ball you need to communicate with your team-mates—you could call their name, make eye contact or show target / W hands.  **Marking**  You need to be goal side of your opponent—keep low and focus on the ball | | | | | |
| Basketball | **Dribbling**  Used to keep possession of the ball and travel around the court. The ball should be kept close to the body. One hand only on the ball, push the ball with fingertips so the ball bounces to around hip height.  **Jump Shot**  Allows the shooter to take aim from a higher position and therefore prevent a defender from blocking it  **Lay up**  Provides a player with the opportunity to drive at the opponent's basket, jump close to the target and release the ball safely at the backboard.  **Set shot**  Straighten your legs and release the ball by flicking your wrist towards the basket.  **Passing**  Used to get up the court quickly. Another way for the team to maintain possession. Can be used to find a better scoring. or dribbling opportunity.  **Communication**  To show that you would like the ball you need to communicate with your team-mates—you could call their name, make eye contact or show target / W hands.  **Marking**  You need to be goal side of your opponent—keep low and focus on the ball | | | | | |
| Tag Rugby | **Running with the ball** - Carry the ball in two hands, accelerate into spaces, run direct and look to pick gaps in defensive lines. Draw players towards creating space for others to run into.  **Passing** (Offloading) - passes must be played level or backwards, the ball cannot travel forwards, this will result in possession turnover. 2 hands around the ball to grip it correctly.  To pass:   * Keep the arms and knees bent. * Push/Pull the ball across your body from the waist. * Keep hands either side of the ball. * Swing arms and ball across your body. * Point arms towards target even after pass. Ball must go sideways / backwards from the passer.   Receive the ball with Target / W hands. Pass with accuracy over speed, good communication prevents mistakes. Always be prepared to receive a pass with your hands up ready. Throw a pass you’d like to receive.  **Tagging**  To tag an opposing player with the ball:  1. Judge the speed and direction of opposition  2. Run alongside opponents.  3. Remove tag from their waist and shout “TAG!” – then pass back the tag to the player you took it from  **If you have been tagged you must:**  A. Pass the ball to a teammate within 3 steps or 3 seconds of being tagged.  B. If you are within 1m of the try line you can step forward and score the try  C. You must collect your tag and replace it before carrying on playing. | | | | | |
| Football | **Sending the ball**  Move towards the ball—non-striking foot planted to the side of the ball and swing striking foot at the ball.  **Receiving the ball**  Watch the path of the ball and move to it—use the side (inside or out-side) of your foot to cushion the ball to stop it.  **Moving with the ball**  Lots of small touches with your foot using either the inside, outside or top of your foot. Try to keep your toe pointing slightly down when touching the ball.  **Communication**  To show that you would like the ball you need to communicate with your team-mates—you could call their name, make eye contact or show target / W hands.  **Marking**  You need to be goal side of your opponent—keep low and focus on the ball | | | | | |
| Longitudinal study | * to gain proficiency in ball control (throwing and catching using hands and feet). Understand rules of a game. Understand what tactics are and why they are needed. To work cooperatively in a team. To have an understanding of the difference between attacking and defending in a game situation. * Show respect to fellow competitors at the end of the race/competition by shaking hands | | | | | |
| Pupil Offer | Netball and football matches  Partnership competitions  School clubs – extra-curricular provision  Intra school competitions | | | | | |