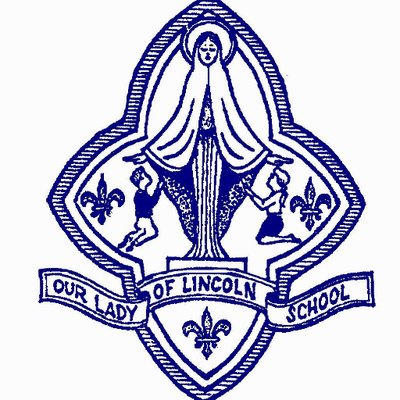
**Our Lady of Lincoln Catholic Primary School**

**Passing & Receiving Curriculum**



**PE Whole School Long Term Overview**

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|  | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 |
| YEAR 1 | Gymnastics  **Can we know and perform a series of jumps?** | Dance  (other cultures)  **Can I create a simple African dance sequence?** | Athletics  **Can I run for a variety of purposes?** | Throwing & Catching Skills  **Can I throw and hit a target?** | Striking & Fielding Skills  **Can I strike a ball in different games?** | Floor Ball Skills  Passing & Receiving  **Can I pass the ball in a game?** |
| YEAR 2 | Gymnastics  **Can you perform balances in different ways?** | Dance  (musical theatre)  **Can dance represent a character?** | Athletics  **Can I run for speed and distance?** | Swimming | Football  **Can I pass the ball in different ways?** | Rounders  **Can I field in a rounders game?** |
| YEAR 3 | Gymnastics  **Can I perform balances, jumps and rolls in a sequence?** | Dance  (Film Soundtracks)  **Can I tell a story using dance?** | Athletics  **Can I run and jump over hurdles?** | Swimming | Cricket  **Can I strike a ball accurately for distance?** | Netball  **Can I shoot a netball successfully?** |
| YEAR 4 | Gymnastics  **Can I use a vault to perform gymnastics movements?** | Dance  (Rock and Roll)  **Can I perform my own rock and roll dance sequence?** | Athletics  **Can I execute a range of throws?** | Swimming | Rounders  **Can I use my throwing and catching skills to support my team?** | Hockey  **Can I play a game of hockey and follow the rules?** |
| YEAR 5 | Gymnastics  **Can I perform a range of complex jumps in gymnastics?** | Dance  (Street Dance)  **Can I use popping and locking in a street dance sequence?** | Athletics  **Can I perform a long distance jump?** | Swimming | Cricket **Can I field well to help my team in a game of cricket?** | Football **Can I keep and win back possession in a game of football?** |
| YEAR 6 | Gymnastics  **Can I perform group sequences?** | Dance  (Samba / Carnival)  **Can we perform a samba routine?** | Athletics  **Can I run over a sustained distance?** | Swimming | Rounders  **Can I use fielding techniques to help my team in Rounders?** | Rugby  **Can I pass a ball in a rugby game?** |

**Year 1 PE Programme of Study**

**Project:**     Floor Ball Skills. Passing & Receiving

**Question:**  Can I pass the ball in a game?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know why exercise is important** (**Health)**   * Discuss the effects of exercise on their bodies. To have discussions and help children understand how our bodies are feelings and changing. * Children should know that exercise increases energy levels, improves muscle strength, can help you to maintain a healthy weight, improves brain function and mental health and helps to keep your heart strong.   **To know how to use a ball in different ways.**   * Encourage children to keep their eye on the ball this is for fielders, batters and bowlers. * Encourage fielders to track and get their body behind the ball, to have a stance for fielding. * Encourage fielders to try to intercept the ball by catching it. They could practise intercepting in threes as a skill.   **To know how to roll a ball.**   * The leg opposite to rolling hand should be in front of the body. * Roll the ball like a ten-pin bowl, releasing it at its lowest point. Do not drop it. The knees and waist have to be bent. The rolling motion should be fast and there should be a good follow through.   **To know how to use kicking skills in a game.**   * Strike balls in the same direction or from the centre into the corners. * Encourage children to follow through with their foot when striking the ball to improve accuracy. * Encourage children to hold the racket with a firm “shaking hands” grip. Encourage children to make some space between their body and the ball.  Encourage children to keep their eye on the ball. The children can be taught a stance for receiving the ball.   **To know how to pass the ball to a player in a game.**   * To be able to emphasise safe stopping of the ball. * To encourage good control of the ball. Some children will have demonstrated ways of balancing on the ball, which requires them to have strong stomach and back muscles or have good shoulder stability.   **To know how to use different ways of travelling in different directions or pathways.**   * Encourage children to keep their heads up. * Encourage children to place the balls/ beanbags in the hoops. Only balls/beanbags in the hoop will be counted. * Encourage children to work together as a team.   **To know how to use some skills which you have learnt to play a game together.**   * The children can make up some smaller games and work up to games as a whole class such as mini football or kick rounders where they would get to use the skills that they have been taught.     **To know how to stretch and cool down after exercise**. (**Health)**   * Some of the skills require strong core muscles so warm ups and cool downs that work on these will be useful.     **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**    Pass the ball to another player in a game.  Use kicking skills in a game.  Use different ways of travelling in different directions or pathways. | **Core vocabulary:**  **Tier 3**  Pass  Travel  Exercise  Intercept  Balance  Safety  Control  Grip  Direction  Stability  **Tier 2**  Body  Ball  Throw  Strike  Kick  Pass |
| **Curriculum threads to be covered:-**  Reading –n/a  Computing –n/a  British Values:   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop these skills and be aware of them when consciously travelling in different directions or pathways; to develop their self-knowledge (in context of acquired skills) and apply this when travelling in different directions in a game).* * To encourage respect for other people (*to respect themselves and other members in their team; to grow in skills that encourage children to work with others in a team).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Eat Well*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I can eat a rainbow***  (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Healthy Me*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Super Sleep*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year R  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 2 PE Programme of Study**

**Project:**   Football

**Question:**  Can I pass the ball in different ways?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to pass the ball in different ways.**   * Passing the ball is a key part of association football. * The purpose of passing is to keep possession of the ball by manoeuvring it on the ground between different players with the objective of advancing it up the playing field. * Good, progressive, passing football involves moving the ball forward by breaking through defensive lines and slipping passes between defenders.   **To know how to travel in different ways at different speeds.**   * To use running skills from previous topics. Children to perfect ways of travelling and adapt to doing this with a ball.   **To know how to bounce and kick a ball whilst moving.**   * Short passing - Discuss and practise ways of passing the ball using the inside and outside of the foot. * In pairs practise passing over a short distance statically then, if able, the person can move to a new position to receive the ball. * Square passing practise - restrict amount of touches if more able. Game - 20m by 10m grid, 5 V 2, If you pass more than five times you score a goal, 10 times - 5 goals, etc. If defender intercepts, they change with the attacker who lost the ball. * Long passing- Discuss how they would change the way they pass for long distances and when you would need to use a long pass. Practise in pairs gradually increasing the distance, then try lofting the ball (toe strike), try swerving the ball with either the inside or outside of the foot and then practise passing using the head. Game - ‘Keep it up’ using head, knees, feet, chest, etc.   **To know how to start to understand the terms attacking and defending.**   * Skills could be: cruft turn: with the ball in front touch with the weak foot and with the stronger foot drag the ball between your legs so it goes behind you. * Turn with your weaker foot and change direction. This is a dummy kick and throws the attacker off. Drag back: running with the ball and use stronger foot to drag back so ball is in the other direction. Inside hook: dribbling forwards with the ball, use inside of foot to hook ball back the other foot pushes the ball forwards to where you have come from.   **To know how to use kicking skills.**   * To try to use both feet to kick and start off using the inside of the foot. * Push Kick**:** The push kick, or inside-of-the-foot kick, allows you to send a highly accurate, short pass to a teammate. * The instep kick relies on the upper surface of your foot, also called “the laces.” Mainly used for shooting, the instep kick entails running straight to the ball, placing your support foot beside the ball and swinging your kicking leg swiftly forward. * Outside Kick If you want to surprise and deceive your opponent, who is more likely to expect a push kick, use the outside of your foot instead.   **To know how to use dribbling skills.**   * Simple dribbling - Dribbling with the ball is a skill that must be mastered by all players. Discuss the importance of keeping the ball close to you using the inside and outside of the foot. * Practise controlling the ball on command by placing the foot on top of the ball. Explore using both feet to dribble around an area. * Extend to dribbling and then trying to give the ball to a partner, looking up to find them whilst maintaining control. * Practise cut-back turns (turn with the outside of the foot) and drag-back turns (turn with the sole of the foot).   **To know how to use a variety of types of turns whilst dribbling**.   * A turn in football is an effective skill used to change direction and can be applied when moving away from a defender or into a new space. * Turns to try: Drag back turn: Place non kicking foot next to the ball. Place ‘kicking’ foot on top of the ball with the sole of the foot. Pull the ball back in the direction you came. * Inside hook: Use the inside of your kicking foot, to hook the ball across your body and into a new direction. * Outside hook: use the outside of your kicking foot, to hook the ball away from your body and into a new direction. * Stop turn: Whilst moving place the non kicking foot next to the ball. Stop the ball in place using the sole of the kicking foot. Step over the ball, turn body and begin dribbling the ball in a new direction.     **To know the importance of rules in games.**   * To be able to use at least one technique to attack or defend to play a game successfully. * To know the basic rules of football to play a game. To know the rules of football and be able to play a game.     **To know how to recognise and describe how the body feels during and after different physical activities. (Health)**   * To discuss how your body feels and why. * Muscles need energy for your workout, so your body burns fats, carbohydrates in a series of chemical reactions that produce heat. * Exercise also increases your heart rate and help pump more blood through your system, which is also what raises your core temperature.     **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game.  Begin to use and understand the terms attacking and defending.    Use at least one technique to attack or defend to play a game successfully.  Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. | **Core vocabulary:**  **Tier 3**  Dribbling  Technique  Skill  Intercept  Travelling  Development  Defenders  Attackers  Crufft turn  Push kick  Dummy kick  Outside kick  **Tier 2**  Pass  Speed  Travel  Ball  Drag  Shoot  turns |
| **Curriculum threads to be covered:-**  **Reading –n/a**  **Computing –n/a**  **British Values-**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop self-knowledge when recognising the impact of exercise on their own health and wellbeing; to grow in confidence and self-esteem when applying attack or defence techniques learnt in a game).* * To encourage respect for other people *(to develop and show respect for others when attack and defence techniques are applied by others in a game; to show respect for themselves and others when understanding and applying the basic rules of football to play a game).*   **PSHE** – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***What does my body do?***(Year 2) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 1 skills- travelling with 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 in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 3 PE Programme of Study**

**Project:** Netball

**Question:**  Can I shoot a netball successfully?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to move with the ball in different ways and find a useful space and get into it to support teammates.**   * To build on skills learnt before. Travelling in different ways, change direction and speed easily, dodging skills.   **To know how to pass the ball in two different ways in a game situation with some success.**   * **Chest pass:** Ball should be released at chest height.Fingers spread around the ball in W shape.Elbows tucked in (no chicken wings)Transfer weight forward and push the ball. * **One handed shoulder pass:** Ball should be released shoulder height.Fingers spread around the ball. Step with opposite foot. Transfer weight and push through the ball. Path of the ball should be fast and flat * **Bounce pass.**  Two players can practice this pass in a small confined area with one other player acting as the defender.  This is a good pass for smaller and more confined spaces because defenders will try to close in and move the ball into the goal circle.   **To know how to keep and win back possession of the ball in a team game.**   * Defensive play netball drills aim to develop team skills in pressuring attacking players and getting into positions which force the attacking team-wide or into positions they cannot score. * Centre Pass 1 – The aim is to reduce the space of the attacking team at a centre pass, resulting in an interception. * Defensive movement drills work on intercepting the ball from a defending position and include face marking, slip step and more. * Rebound: The aim is to obtain possession of the ball from a missed shot. * Netball attacking movement drills aim to develop team play moving forward by giving the attacking players passing options. This is done by creating small-sided games and practices.   **To know how to use simple attacking skills.**   * Netballattacking drills aim to develop passing options from a centre pass. * Players attempt to get the ball in a good position close to the edge of the semi-circle in order to feed the shooter.     **To know how to shoot in netball.**   * Stand in a balanced position. * Hold ball above the head and bend knees slightly. * One hand on the ball and the other supporting. * Focus on the net and keep shoulder still. * Extend knees and elbow gently. * Push the ball high and allow to drop into the net. * Be ready if you miss you could regain possession.     **To know and begin to apply basic principles and rules of netball.**   * To know the basic rules and link to high 5 rules. * To play simple games. * To keep using the vocabulary linked with the topic and make sure that the children know what attacking and defending is and how to do it.     **To know how to recognise and describe the effects of exercise on the body and why it is important to warm up and cool down. (Health)**   * To know some basic cool down and warm ups that the children lead. * Children can lead the group in warm ups and cool down. * Children should be able to talk through a set of exercises and why they are doing them. * They will need to stretch every part of the body for a game like netball.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Find a useful space and get into it to support teammates.  Use simple attacking and defending skills in a game.    Use fielding skills to stop a ball from travelling past them.  Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play a striking and fielding game fairly  Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down. | **Core vocabulary:**  **Tier 3**  Bounce pass  Shoulder pass  Chest pass  Defend  Attack  Release  Catch  Possession  **Tier 2**  Shoot  Score  Jump  Pass  throw |
| **Curriculum threads to be covered:-**  Reading –n/a  Computing –n/a  British Values:   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(these skills will be developed when learning and applying basic rules of netball; to grow in self-knowledge and self-confidence when leading warm ups and cool down and describing the effects of exercise on the body; to grow in self-confidence and self-esteem when applying netball rules and skills in a team game).* * To encourage respect for other people *(to develop respect for themselves and others when involved in a game of netball against another team).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Derek Cooks Dinner!***(Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Poorly Harold*** (Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Body Team work*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 3 Cricket -To know why exercise is important.  To know how to throw a ball in different ways.  To know how to throw and catch with accuracy.  To know how to strike a ball for distance.  To know how to bowl overarm effectively and safely.  To know how to use striking and fielding skills.  To know the basic rules of cricket and play a game.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 4 PE  Programme of Study**

**Project:** Hockey

**Question:**  Can I play a game of hockey and know the rules?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to describe how the body reacts at different times and how this affects performance. (Health)**   * To have discussions about this. * Physical activities promote healthy growth and development. It helps build a healthier body composition, stronger bones and muscles. It also improves the child's cardiovascular fitness. * Physical activities help in the development of better motor skills and in concentration and thinking skills.   **To know how to move with the ball using a range of techniques showing control and fluency.**   * Basic dribble: Controlling the ball with your stick as you run is a vital skill to master. Keep the ball out in front of the right side of your body and away from your feet, at about 2 o'clock. Keep the stick in contact with the ball as much as possible - it makes it easier to pass the ball in an instant and much harder for an opponent to tackle you without giving away a free hit. Your hands should be apart, with your knees bent and your back horizontal to the ground. * Try and practice dribbling so you are confident enough not to need to look down at the ball - keeping your eyes on what's going on in front of you will make you a much more threatening player.   **To know how to pass the ball with increasing speed, accuracy and success in a game situation.**   * Push pass: The push is the best way to pass the ball over a distance of about 10m-15m. It's a quick and accurate way of getting the ball to your team-mate, and it's also an easy move to disguise. Your hands should be approximately 30cm apart with the left hand weaker hand near the top of the stick and the stronger hand right hand further down. Keep your eyes on the ball, with your feet apart and knees bent. Make sure your back foot is roughly in line with the ball. Keep your stick in contact with the ball as you begin to shift your weight from back to front foot. Follow through keeping your stick in contact with the ball for as long as possible, increasing the speed of your stick head as you near your front foot. To gain more power and pace, make sure you are nice and low and side on to the target and follow through strongly with your stick - it should finish pointing towards the direction of the pass.   **To know how to use a range of attacking and defending skills and techniques in a game.**   * To get your team playing with skill, speed and power this session practices movement patterns when running at goal, getting your players to carry the ball, make cross-over runs and get their shot on target. * Get your players to make runs from all areas of the pitch, making forward runs down the lines - looking to strike fear into the opposition's defence!     **To know how to shoot in a hockey game.**   * To keep the ball low to the floor and shoot from the spot or whilst moving. This will need to be practised as a stand alone skill. Then into a game. Shooting is a pushing action and children need to be taught the skill and how fast it must be to be successful. * Slap shot: The slap shot technique is similar to the push pass, but is performed with more power. Approach in the same way as a push pass, bring the stick back slightly to generate some power, then quickly swing forward to strike the ball. When striking, follow through towards your target. Encourage children to aim for the corners of the goal.   **To know how to vary the tactics they use in a game of hockey.**   * To use everything that they have learnt in this topic and use in a hockey game. Draw on other knowledge from netball last year and other topics. To have smaller games and build up to larger ones. To practise passing, dribbling and shooting.   **To know the rules of hockey and adapt rules to alter games and use each other’s strengths. (Communication)**   * To know about tackling, attacking, defending, shooting in the game and using these terms. To use the vocabulary linked with the game and to offer support and advice for team mates to improve. * Quicksticks is for ages 7-11: No Goalkeepers Quicksticks does not include goalkeepers making it safe, accessible, cost and time effective. Fewer Players. Quicksticks is played 4-a-side offering all players full involvement and increased playing time. Fewer Stoppages. Many rules from full 11-a-side hockey have been taken out or simplified to make Quicksticks easier to deliver and play. This also results in fewer stoppages meaning more playing time. * Leadership Role: Important to umpire etc. Result :The team scoring the most goals is the winner; if no goals are scored, or if the teams score an equal number of goals, the match is drawn.   <https://www.englandhockey.co.uk/page.asp?section=1378&sectionTitle=Delivering+School+Hockey>  **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Make the best use of space to pass and receive the ball.  Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring  Vary the tactics they use in a game.  Adapt rules to alter games  Describe how the body reacts at different times and how this affects performance. | **Core vocabulary:**  **Tier 3**  Push pass  Slap shot  **Tier 2**  Accuracy  Technique |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(values embedded when applying learnt tactics in a game with other players)* * To encourage respect for other people *(values embedded when playing in a team; when umpiring to embed value of respect).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Making Choices*** (Year 4)                 Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***SCARF Hotel*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 3 netball :To know how to move with the ball in different ways and find a useful space and get into it to support teammates.  To know how to pass the ball in two different ways in a game situation with some success.  To know how to keep and win back possession of the ball in a team game.  To know how to use simple attacking skills. To know how to shoot in netball.  To know and begin to apply basic principles and rules of netball. To know how to recognise and describe the effects of exercise on the body and why it is important to warm up and cool down.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 5 PE Programme of Study**

**Project:**   Football

**Question:**  Can I keep and win back possession in a game of football?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know the importance of warm up and cool down in PE** (**Health**)   * Cooling **down** should include: maintaining elevated breathing and heart rate, eg walk, jog. gradual reduction in intensity. * **Warming up should include:** gradual pulse-raising activity, stretching, skill based practices/familiarisation, mental preparation, increase amount of oxygen to the working muscles.   **To know how to keep and win back possession of the ball effectively in a team game.**   * **Push Kick** The push kick, or inside-of-the-foot kick, allows you to send a highly accurate, short pass to a teammate. Contact the centre line of the ball with the inside of your kicking foot held perpendicular to your plant foot, using your foot almost like a golf putter to accurately push the ball. * **Outside Kick** If you want to surprise and deceive your opponent, who is more likely to expect a push kick, use the outside of your foot instead. This is a kick is more likely to be used and mastered at the elite level. While typically used as a short shovel pass to a nearby teammate, once you master it you can also employ the outside kick for shooting, corner kicks or distance kicking. Take a long approach stride and contact the ball with the outside of your foot, keeping your ankle locked. * **Toe Kick** If you want to have the ball travel a short distance for a shot or pass, flick the centre of the ball with the tip of your toes, using a quick motion. * **Back Heel** The back heel kick wins style points for its flair and can be as effective as any other pass, because the defender screened by your body cannot see it well. In fact, given its unexpectedness, a well-placed back heel kick to a skilled forward sets up a fair number of goals. Step over the ball, and poke it to a teammate using your heel.   **To know how to shoot in a game.**   * To be able to shoot on the spot and when moving. * To stop the ball and gain control and shoot. * To use more power when shooting. * To aim for the space in the goal. To be tactical and shoot into the corners.   **To know how to show an awareness of space.**   * **T**he simplest way to create space  is to move the ball if you keep it at your feet then you will get closed down quickly but if you get it pass it the defenders will shift to where the ball want and you'll have more space to play at that point you can ask for the ball get it back.   **To know how to keep and win back possession of the ball effectively in a team game.**   * Possession in football is the ability to move the ball around the pitch in efforts to unbalance the opponent and advance the ball. However, possession is more than just keeping the ball away from the opponent by kicking the ball around the field. * Possession is about movement, vision, teamwork, chemistry, creativity, and can often keep your team from fatiguing before their opponent. Use football training drills.   **To know how to choose the best tactics for attacking and defending.**   * Width in attack - placement of players across the width of the pitch, this forces the opposition’s defenders to space out and leave gaps/space to attack into. * Width in defence - defensive players spread across the width of the pitch in an attempt to cover all areas when the attacking players have possession * Depth in attack - when a player attacks, place another team member behind them, this means that when an attack at goal or shot is not possible the attacker with the ball can pass back to their teammate which will potentially open up a new scoring opportunity. * Delay in defence - as a defender, you want to attempt to slow down your oppositions attack (delay) and this can be done by positioning yourself in front of the attacker (between them and the goal!). This slows down the attacker and buys time for the rest of the defence to get back and support. * Depth in defence - as in the attacking situation, a fellow defender provides support by positioning themselves behind the first defender; this provides support if the first defender is beaten.   **To know how to devise and adapt rules to create their own game.**   * To build on what they learnt in year 2 and their own experience of football. Share the rules and create an understanding. * To use the rules to play 7 and 8 a side games. * To use their knowledge of football to create their own games with similar rules. * To help each other and comment on techniques that you now know.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  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.  Demonstrate an increasing awareness of space.  Choose the best tactics for attacking and defending.  Shoot in a game.  Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game  Devise and adapt rules to create their own game. | **Core vocabulary:**  **Tier 3**  Tackling  Toe kick  Back heel  Opponent  possession  **Tier 2**  Skills  Tackle  Shoot  Kick  Defend  attack  Agility  Distance  Defending  awareness  Flexibility  Stride  Approach |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(values embedded when applying tactics for attacking and defending)* * To encourage respect for other people *(values embedded when playing in a team; when commenting on others’ techniques)*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Getting Fit*** (Year 5)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***It all adds up!*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 2 Football: To know how to pass the ball in different ways.  To know how to travel in different ways at different speeds.  To know how to bounce and kick a ball whilst moving.  To know how to start to understand the terms attacking and defending.  To know how to use kicking skills.  To know how to use dribbling skills.    YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 6 PE Programme of Study**

**Project:**  Rugby

**Question:** Can I pass a ball in a rugby game?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know and understand the importance of warming up and cooling down and know how to do this. (Health)**   * Warming up helps prepare your body for aerobic activity. A warm-up gradually revs up your cardiovascular system by raising your body temperature and increasing blood flow to your muscles. * Cooling down after your workout allows for a gradual recovery of pre-exercise heart rate and blood pressure.   **To know how to demonstrate a good awareness of space.**   * Constant scanning of all around, change /increase in pace to move into groups. * Ball must be within ‘playing distance’ but if it is out in front of child, child can get eyes up for good vision. Arms straight out in front, moving ball from hand to hand, eyes up, hands further apart is harder. * Leader to maintain a pace which allows all to keep up – keep your team together. Sympathetic release of ball when leader.     **To know how to show confidence in using ball skills in various ways in a game situation, and link these together effectively.**   * Look for your next pass before you have received the ball, so you can move the ball on quickly and accurately * If you have a defender in your grid - when do you dribble and when do you pass?  If moving with the ball, move away from the space you intend to pass the ball into. (team mates will need to read this and move into the space to receive the ball)     **To know how to pass a rugby ball.**   * **Basic pass**  - One of the main-stays of rugby passing. A pass used very frequently however it is tending to be replaced by longer passes. You make this pass with two hands moving across in front of your body. Most useful for passes of a few metres. This is a very versatile pass can be used in many situations and you can easily control the speed and distance of the pass. * **Long pass -** important used a lot Another of the major skills in passing in rugby. Used very frequently especially in top class rugby. You make this pass with two hands moving across in front of your body. * Passing: When passing in tag rugby, the ball can only be passed sideways or backwards to a teammate. To ensure children understand this important rule, simply explain when a pass is made, the ball must not be passed towards the try line they are attacking. If a forward pass is made, or a player drops the ball, this will result in a turnover, with the ball going to the opposite team. When passing, keep both hands on the top and bottom of the ball, fingers spread wide for grip and control. Use a pendulum like motion across the body to pass the ball. Communicate with teammates before passing to ensure they are ready to receive.     **To know how to restart the game after a tackle:**   * Once a tackle has been made by the defending team, the game stops. There is a pause in the game to ensure all players are in the correct position before resuming play. * Before restarting, all players must get ‘on side’. Simply put, this means all of the defending team must be on their side, and all of the attacking team must be on their side (in line or behind the ball carrier). * Defending team must be a set distance away from the ball carrier, which can be decided on by the referee depending on the size of the pitch & ability of players etc. * Once everyone is on side, the ball carrier can restart the game by passing the ball to a teammate. If the defending team reach the tag count, the ball is turned over to them to restart play from where the last tackle was made.     **To know how to tackle correctly:**   * A tackle can only be made on the ball carrier. The team with the ball is the attacking team, with the opposition being the defending team. * For the defending team to win possession, they must make a certain amount of tackles (decided by the referee), or for the attacking team to drop the ball or make a forward pass. Tag count is usually 3-5 tackles. * To tackle, a player must take 1 of the ball carrier’s tags. When a tag is made, the tackling player must hold up the tag in the air and shout ‘TAG’ to stop the game. They then pass the tag back to the ball carrier who will then resume play. Once the tag count reaches 5, possession is turned over.     **To know how to score correctly:**   * To score a point in rugby, the ball carrier must reach the opponent’s try line. * To score a try, the player must place the ball on the floor on the try line or in the zone. Both hands must remain on the ball when the ball comes into contact with the ground.Once a try is scored, the defending team restart the game from their try line.     **To know how to keep and win back possession of the ball effectively and in a variety of ways in a team game.**   * To keep changing direction and to move into space. * To effectively use changes of pace. * Communication with a partner is vital. * Look before passing - pass and move. Move ball quickly and move ball away from the opposition. * If a gate is blocked, dribble to another and if it is clear then pass. Communicate with your partner and to have your eyes up very important.     **To know how to apply knowledge of skills for attacking and defending and think ahead and create a plan of attack or defence.**   * Attack -Rugby attack patterns are used to get your players to make the most of the attacking opportunities that come their way during a game. * In these attacking drills I look at ways to create chances for your attackers, rugby games that will sharpen their reactions near the try line.     **To know, follow and create complicated rules to play a game successfully.(Communication)**   * Communicate plans to others during a game.  Lead others during a game. To know the rules to play rugby and to help others.     **Refer back to the project question at the end of the unit** | **Physical skills from progression document**  Understand the importance of warming up and cooling down.    Carry out warm-ups and cool-downs safely and effectively.  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.  Demonstrate a good awareness of space.  Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring  Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead others during a game. | **Core vocabulary:**  **Tier 3**  Overarm  Underarm  Muscles  Cardiovascular system  Blood pressure  **Tier 2**  Straight  Pass  Throw  Defend  Attack  Scanning  Vision |
| **Curriculum threads to be covered:-**  Reading –  N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence * To encourage respect for other people   PSHE –     Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***5 Ways to Wellbeing***(Year 6)                    Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I Look Great!*** (Year 6)                    Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***We have more in Common than not*** (Year 6) | | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 5: Football: To know how to keep and win back possession of the ball effectively in a team game.  To know how to shoot in a game.  To know how to show an awareness of space.  To know how to keep and win back possession of the ball effectively in a team game  To know how to choose the best tactics for attacking and defending. To know how to devise and adapt rules to create their own game.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | | |