



PE CURRICULUM KS2

PE	KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<p style="text-align: center;">GYMNASTICS</p> <p style="text-align: center;">Y3</p>	<p>To develop balance on small body parts</p> <p>To develop ways of travelling on hands and feet</p> <p>To create a sequence of travelling and balancing actions</p> <p>To develop ways of rolling</p> <p>To develop the skills of jumping, shape and landing</p> <p>To create a sequence of gymnastic actions</p> <p>To evaluate and recognise their own success</p> <p>To create a sequence to meet the core task "Balancing Act"</p> <p>To perform gymnastic actions using apparatus</p>	<p>Can perform balances on one foot and 2,3 and 4 small body parts with stillness.</p> <p>Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform rolling actions</p> <p>Can create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • What do you need to change or practise to improve your balance or jumping and landing? • Can you name the actions you saw? • How was each action performed? • How many body parts were used in balances? 	<p>Pointed toes Straight legs Stretched fingers Body tension Head up</p>
<p style="text-align: center;">GYMNASTICS</p> <p style="text-align: center;">Y4</p>	<p>To develop ways of travelling on feet and hands and feet.</p> <p>To develop balance on small body parts.</p> <p>To develop a range of jumping actions</p> <p>To develop balance on large body parts.</p> <p>To create a gymnastic sequence of travelling and balancing.</p> <p>To explore different ways of rolling.</p> <p>To perform rolling actions and link these with other actions to create a sequence.</p> <p>To explore different ways of balancing, jumping and travelling.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions</p> <p>To make simple judgements about the quality of performances.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions</p> <p>To make simple judgements about the quality of performances and suggest ways they can be improved.</p>	<p>Can perform Travelling on hands and feet</p> <p>Balancing using dish and arch with extension</p> <p>Rolling actions</p> <p>Jump using ¼ and half turn with control, fluency and clarity of movement</p> <p>Attempt shoulder stand and arabesque with some control</p> <p>Can create a sequences of up to 6 elements with changes of level and direction, and clarity of shape</p> <p>Can work with a partner to make up combine their short sequence of using the floor, mats showing fluency and clarity of movement</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • Are they using extension? Is there tension in their body? • Who do you think performed their sequence well? Why? Is the timing good? Do actions flow? 	<p>Pointed toes Straight legs Stretched fingers Body tension Head up</p>

<p>GYMNASTICS</p> <p>Y5</p>	<p>To perform partner balances (matched and mirrored)</p> <p>To perform counter balance</p> <p>To perform Counter tension balances</p> <p>To evaluate and recognise their own success</p> <p>To create a gymnastic sequence with a partner</p> <p>To perform the core task "Acrobatic gymnastics"</p> <p>To evaluate and recognise their success</p> <p>To develop a sequence onto apparatus</p>	<p>Can perform travelling, rolling, jumping and balancing actions clearly, consistently and fluently, with good body tension and extension</p> <p>Can, matched balance, and mirrored balances, counter balance and counter tension balances with control.</p> <p>Can repeat accurately a sequence with a partner of up to 8 elements, to include counter balance and counter tension balance, traveling, jumping and rolling.</p> <p>Can adapt a floor sequence to an apparatus layout / change the order of actions</p> <p>Can include change of direction/ speed / level</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • Why does your body need to be straight when in counter tension? • How can you move into balances smoothly? 	<p>Pointed toes Straight legs Stretched fingers Body tension Head up</p>
<p>GYMNASTICS</p> <p>Y6</p>	<p>To perform matched and mirrored paired balances</p> <p>To perform counter balance and counter tension paired balances.</p> <p>To perform a group counter balance</p> <p>To create a gymnastic sequence with counter balances and counter tension in a group.</p> <p>To evaluate success of group and paired balances.</p> <p>To perform paired and group counter balances in unison.</p> <p>To create a sequence of gymnastic actions, paired and group balances.</p> <p>To perform a part weight bearing balance.</p> <p>To create a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p>To evaluate success at working as a team.</p>	<p>Can perform travelling, rolling, jumping and balancing actions clearly, consistently and fluently, with good body tension and extension</p> <p>Can perform a group balance and paired balances including, part weight bearing, with control.</p> <p>Can perform either counter balance or counter tension with a partner with control</p> <p>Can repeat accurately a sequence with a group of up to 8 elements, to include a group balance, paired balance including wither counter balance and counter tension, traveling, jumping and rolling.</p> <p>Can adapt a floor sequence to an apparatus layout / change the order of actions</p> <p>Can include change of direction / speed / level</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • Why does your body need to be straight when in counter tension? • How can you move into balances smoothly? 	<p>Pointed toes Straight legs Stretched fingers Body tension Head up</p>
<p>DANCE</p> <p>Year 3</p>	<p>To understand and perform canon within the routine.</p> <p>To show strong dynamics within movements.</p> <p>To create a short sequence within a small group using the five dance actions (Jump, turn, travel, gesture and stillness).</p> <p>To show that they understand what unison is and know how to perform in unison with the rest of the class.</p> <p>To be able to join 2 sections of dance together.</p> <p>To understand what a formation is, be able to dance within a formation and identify the different formations in their dance.</p>	<p>Improvise freely, translating ideas from a stimulus to movement</p> <p>Can create dance movements that communicate ideas</p> <p>Can use a range of dynamics e.g. levels, pathways and speeds with prompting</p> <p>Can share and create dance sequences with a partner</p> <p>Can create dance sequences that communicate ideas</p> <p>Can repeat, remember and perform these sequences in a dance.</p>	<p>Canon Unison Dynamics Jump Turn Gesture Stillness Travel Feedback</p>

		<p>Understand the importance of warming up and cooling down.</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • How do you use your body differently when you exaggerate your movements? • What still shapes do you see them holding? • What gestures do you see them using? • Can you identify the different activities? • What was particularly good? • How could it improve? 	<p>Formation</p> <p>Levels</p> <p>Performance</p>
<p>DANCE</p> <p>Year 4</p>	<p>To be able to perform movements with strong dynamics</p> <p>To understand what canon is and be able to perform canon successfully.</p> <p>To be able to perform in time with the music</p> <p>To understand the difference between canon and unison</p> <p>To know what a formation is and be able to dance in the formation given</p> <p>To dance in perfect unison</p> <p>To be able to work with a group to create a stylised dance incorporating the 5 dance actions, Jump, Turn, Travel, Stillness, Gesture. As well as different levels.</p>	<p>Can respond imaginatively to a range of stimuli related to character and narrative with a wide range of actions and dynamics e.g. pathways, speed and tension.</p> <p>Can refine, repeat and remember dance sequences.</p> <p>Can perform sequences clearly with some fluency.</p> <p>Remember and perform a range of warm up and cool down activities: give reasons why physical activity is good for health.</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • How do you use your body differently when you exaggerate your movements? • What still shapes do you see them holding? • What gestures do you see them using? • Can you identify the different activities? • What was particularly good? <p>How could it improve?</p>	<p>Canon,</p> <p>Dynamics,</p> <p>Performance,</p> <p>Reflection,</p> <p>Era,</p> <p>Stylised</p> <p>Travel</p> <p>Formation</p> <p>Levels</p> <p>Unison</p> <p>Turn</p> <p>Jump</p> <p>Stillness</p> <p>Gesture</p> <p>Competition</p>
<p>DANCE</p> <p>Year 5</p>	<p>To understand the difference between dance styles and focus on street dance.</p> <p>To understand what a formation is and to be able to stay within a formation when dancing.</p> <p>To know the key word dynamics and be able to perform movements showing different dynamics.</p> <p>To be able to count in time with the music in counts of 8.</p> <p>To introduce the five dance actions, use cards to target visual learners.</p> <p>To work together to create a sequence which includes all five dance actions in relation to the theme (Turn, jump, gesture,</p>	<p>Can explore, improvise and choose appropriate movement in the style of the dance. Can perform skills accurately.</p> <p>Can plan dances creatively and collaboratively in groups to make the dance longer.</p> <p>Can organise their own warm up and cool down exercises: show that they understand why warming up is important for a good performance.</p> <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • Why did you choose particular movements? • How fluent is the performance? • What is particularly high quality about the performance? 	<p>Dynamics</p> <p>Formation</p> <p>Unison.</p> <p>Levels,</p> <p>Travel</p> <p>Turn</p> <p>Jump</p> <p>Stillness</p> <p>Gesture</p> <p>Motif</p>

	<p>stillness, travel).</p> <p>To be understand and be able to use levels within their sequences.</p> <p>To understand what canon is and how to incorporate canon within a dance</p> <p>To begin to use performance aspects when dancing eg. Facial expressions.</p> <p>Understand the meaning of Motif and be able to pick one position and change this position a few times to create a motif.</p>	<ul style="list-style-type: none"> • What could be better? 	<p>Timing</p>
<p>DANCE</p> <p>Year 6</p>	<p>To explore positions that represent the Haka and how they could be used in their dance.</p> <p>To understand and be able to perform in unison.</p> <p>To understand the meaning of Canon, Travel.</p> <p>To give good feedback to classmates.</p> <p>To work together to create a short sequence with their group connecting everyone's ideas.</p> <p>To use canon within a dance</p> <p>To understand what formation is and to be able to change formation.</p> <p>To be able to count for themselves and interpret the music themselves so they know when to move onto the next stage of the dance.</p> <p>Understand how to perform the key dance actions (Gesture, Jump, Travel, Turn, Balance and stillness) when choreographing a dance.</p>	<p>Can explore stimuli creatively using a range of controlled movements including actions, dynamics, space, relationships and patterns.</p> <p>Can work creatively and imaginatively on their own, with a partner and in a group to compose simple sequences. Perform to an accompaniment expressively and sensitively.</p> <p>Warm up and cool down independently. Understand how dance helps to keep them healthy.</p>	<p>Performance</p> <p>Canon</p> <p>Unison</p> <p>Levels</p> <p>Travel</p> <p>Feedback</p> <p>Dynamics</p> <p>Formation</p> <p>Gesture</p> <p>Stillness</p> <p>Balance</p> <p>Lift</p> <p>Turn</p> <p>Travel</p> <p>Jump</p> <p>Muscle memory</p>
<p>ATHLETICS</p> <p>Year 3/4</p>	<p>To perform the pull throwing action</p> <p>To explore different running techniques</p> <p>To perform the sling throw</p>	<p>Perform a pull throw</p> <p>Run fast</p> <p>Perform a sling throw</p>	<p>Running</p> <p>Head - looking straight forward with eyes open.</p> <p>Arms - bent at elbow and opposite to leg.</p> <p>Legs - bent but not too high.</p> <p>Feet - heel toe when walking</p>

	<p>To develop jumping actions</p> <p>Select an appropriate running technique for distance</p> <p>To perform a push throw</p> <p>To perform a start in a sprint type race</p> <p>To throw for distance using three different throws</p> <p>To perform a hop, step and jump</p> <p>To pass a baton successfully in a race</p> <p>To perform 5 different jumps</p> <p>To perform in athletic type competitive events (run, jump and throw)</p>	<p>Jump 2 feet to 2 feet</p> <p>Run at different paces</p> <p>Perform a sprint start</p> <p>Combine 3 different jumps</p> <p>Pass a quoit/baton to a teammate successfully</p> <p>Perform a hop, step and jump</p> <p>Perform 5 different jumps</p> <p>Select appropriate equipment in a throwing type event</p> <p>Evaluate my own and other performances</p> <p>Compare my performances with previous ones to improve my personal best.</p>	<p>and balls of your feet when jogging, running and sprinting.</p> <p>Endurance – encourage children to run relaxed, head forward, relaxed arms.</p> <p>Sprint – children run tall, knees lifting, arms driving them forward, looking forward, head up.</p> <p>Throwing</p> <p>Opposite leg in front.</p> <p>Follow through with arm.</p> <p>Angle of release.</p> <p>Object makes a rainbow shape in the air.</p> <p>Jumping</p> <p>1) Bending legs at take-off to create biggest jump possible'</p> <p>2) One foot or two for take-off?</p> <p>3) Bent knees on landing (soft landing) to protect joints.</p> <p>4) Use of arms to gain momentum during jumps.</p> <p>5) Landing technique – to prevent slipping</p>
<p>ATHLETICS</p> <p>Year 5/6</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills</p> <p>To evaluate their own success</p> <p>To explore ways of combining jumping actions</p> <p>To develop throwing skills in an athletic type activity</p> <p>To develop jumping actions in combination</p> <p>To develop running skills in isolation</p> <p>To develop throwing skills in an athletic type activity</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Take off and land one foot to one foot (same foot)</p> <p>Take off and land one foot to opposite foot</p> <p>Perform a pull throw</p> <p>Run over a longer distance at an appropriate pace</p> <p>Perform a sprint start</p> <p>Take off on one foot and on two</p> <p>Perform a push throw</p> <p>Run fast</p> <p>Take off and land using a combination of jumps</p> <p>Perform a sling throw</p> <p>Take off and land using a hop, step and jump</p> <p>Perform a heave throw</p> <p>Use different running techniques and speeds for different events</p> <p>Evaluate my own and other performances</p> <p>Compare my performances with previous ones to improve my personal best.</p>	<p>Running</p> <p>When speed walking, heels touch floor first. Running on balls of feet.</p> <p>Arms should be bent at the elbow.</p> <p>Arms should move forwards and backwards, opposite to leg.</p> <p>Heads up when travelling around.</p> <p>Knees should be bent.</p> <p>Difference in body when jogging/sprinting.</p> <p>Jogging – relaxed shoulders and lower knees</p> <p>Sprinting – driving arms, tall body position and higher knees.</p> <p>Throwing</p> <p>Pull throw</p> <p>Push throw</p> <p>Sling throw</p> <ul style="list-style-type: none"> • Leg opposite throwing arm in front • Throw from low to high. Bent knees. • Elbow passes high and close to head • Fast arm • Follow through. <p>Jumping for distance</p> <p>Same foot, same foot, other</p>

			<p>foot etc.</p> <ul style="list-style-type: none"> • Bend legs on landing • Land on flat feet • Listen to your feet (quiet?) • Be bouncy and keep tall. • Make jump sequence continuous • Create an even jumping rhythm • Swing arms in direction of jump <p>Jumping for height</p> <ul style="list-style-type: none"> • Bend knees • Swing arms • Spring of toes • Extend body
<p>STRIKING AND FIELDING</p> <p>Year 3&4</p>	<p>To send a ball in a striking and fielding game To receive a ball in a striking and fielding game</p> <p>To evaluate success</p> <p>To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game</p> <p>To evaluate tactics used in a striking and fielding game</p>	<p>Can use a range of skills with some control and accuracy, eg throwing a ball underarm, striking a ball off a tee and by self feed, throw and catch a ball, bowl underarm; Can return the ball quickly and accurately when fielding</p> <p>Can choose and use batting or throwing skills to make the game hard for their opponents can explain where the best place is to strike/throw the ball</p> <p>Can set up small games; know rules and use them fairly to keep games going</p> <p>Evaluate and recognise their own successes</p> <ul style="list-style-type: none"> • What is the best way to throw the ball to make it easy for the catcher? • How could you make the game easier for the fielders? • When you are fielding, how can you anticipate where the ball will be struck? • What do you think is the best position for fielders? 	<p><u>Under arm throwing</u></p> <ul style="list-style-type: none"> • Watch target / head still / balance • Front on towards target • Straight arm towards target <p><u>Over arm throw</u></p> <ul style="list-style-type: none"> • Watch target / head still / balance • Side on towards target • Throwing arm above and behind head • Front arm used to aim • Weight / momentum towards target • Stay on two feet <p><u>Pick up</u></p> <ul style="list-style-type: none"> • Low to ground gradually in approach (helicopters and aeroplanes) • Pick up ball under eye • Weight / momentum towards target <p><u>Batting</u></p> <ul style="list-style-type: none"> • Batting (straight drive)

			<ul style="list-style-type: none"> • Watch the ball / head still / balance • Grip (V's, hands together, middle of bat handle) • Stance / pick up • HEAD / foot / weight towards the ball • Number 9 (bat and arms) (bat and body) <p><u>Bowling</u></p> <ul style="list-style-type: none"> • Watch the target / head still / balance • Base position (towards target) • Grip • Non bowling arm movement (karate chop) / figure 6 with bowling arm • Bowling arm to opposite pocket / weight towards target <p><u>Long Barrier</u></p> <ul style="list-style-type: none"> • Right hand thrower, left leg as barrier and vice versa. • Stopping leg must get side on to make the area as big as possible.g Barrier
<p>STRIKING AND FIELDING</p> <p>Year 5&6</p>	<p>To bowl underarm with accuracy</p> <p>To catch a ball when fielding.</p> <p>To run with a bat between wickets</p> <p>To bowl overarm with accuracy</p> <p>To strike a ball with a cricket bat.</p> <p>To learn how to field a ball</p> <p>To bowl underarm / overarm with accuracy in a game</p> <p>To bowl underarm / overarm with accuracy in a pairs cricket</p>	<p>Can play competitive modified cricket type games with growing control and consistency.</p> <p>Can strike a bowled ball</p> <p>Can bowl overarm accurately</p> <p>Can Use a range of fielding skills, i.e. catching, throwing, bowling, intercepting, with growing control and accuracy</p> <p>Can understand and implement a range of tactics in games i.e.</p> <ul style="list-style-type: none"> • direct the ball away from fielders • plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding <p>Evaluate and recognise their own success</p> <ul style="list-style-type: none"> • What is the best way to throw the ball to make it easy for the catcher? 	<p><u>Under arm throwing</u></p> <ul style="list-style-type: none"> • watch target / head still / balance • Front on towards target • Straight arm towards target <p><u>Over arm throw</u></p> <ul style="list-style-type: none"> • watch target / head still / balance • Side on towards target • Throwing arm above and behind head • Front arm used to aim • weight / momentum towards target

To play a modified competitive cricket game.

To evaluate what was successful in a game.

- Can you describe what your friend does well when batting, bowling and fielding?
- What one thing could they improve in each case?

- Stay on two feet

Pick up

- Low to ground gradually in approach (helicopters and aeroplanes)
- Pick up ball under eye
- Weight / momentum towards target

Batting

- Batting (straight drive)
- Watch the ball / head still / balance
- Grip (V's, hands together, middle of bat handle)
- Stance / pick up
- HEAD / foot / weight towards the ball
- Number 9 (bat and arms) (bat and body)

Bowling

- Watch the target / head still / balance
- Base position (towards target)
- Grip
- Non bowling arm movement (karate chop) / figure 6 with bowling arm
- Bowling arm to opposite pocket / weight towards target

Long Barrier

- Right hand thrower, left leg as barrier and vice versa.
- Stopping leg must get side on to make the area as big as possible.g Barrier

Games

To send and receive a ball

Can throw and catch a ball using a chest pass with control and accuracy.

Chest Pass

Hands form a W with thumbs

Year 3

To send a ball and move into space to receive a pass

To send and receive a ball in a simple game

To use simple tactics in a game

To send and receive a ball in an invasion game

To revise simple tactics in an invasion game

To evaluate their own and others success

To play "three touch ball"

Can throw and catch using a bounce pass with some control and accuracy

Can pass the ball using a chest or bounce pass to a teammate in space.

Can use a simple tactic to outwit an opponent i.e. pretend to throw one way then another.

Evaluating and recognising their own success

- What do you do with your hands as you prepare to catch? Why?
- How can you pass the ball when there is a defender in the way?
- What were the best parts of your performance?
- When you are attacking, how can you help the player with the ball? How could you make better use of space? What did you find difficult as a team?

and fingers behind the ball.

Elbows in and hold ball close to body

Step forward and push ball towards receiver

Extend arms fully after releasing Catching a chest pass

Eyes watching the ball into hands

Hold hands in W shape ready to receive pass

Bounce Pass

Reach for the ball with both hands and bring back to chest
Bounce Pass

Hands form a W with thumbs and fingers behind the ball

Elbows in and hold ball close to body

Step forward and push ball towards receiver about 2/3 of the distance between passer and receiver

Extend arms fully after releasing.

Shoulder pass

Hold the ball with one hand and use the other to steady it

Draw the ball back to one side with elbow at shoulder height

Push the ball towards the receiver

Throwing arm and fingers extend towards target

Catching a pass

Catching a chest or bounce pass

Eyes watching the ball into hands

Hold hands in W shape ready to receive pass

Reach for the ball with both hands and bring back to chest.

Tactics without the ball

Running into a space to receive

			<p>a pass</p> <p>Communicate using hand signals where they want the ball</p> <p><u>Tactics with the ball</u> Range of passes (chest or bounce)</p> <p>Feints – disguise the pass</p> <p>Passing to player in space</p>
<p>Games</p> <p>Year 4</p>	<p>To send and receive a ball</p> <p>To travel with a ball.</p> <p>To travel with a ball with control</p> <p>To use simple tactics to outwit and opponent</p> <p>To apply basic principles suitable for attacking</p> <p>To evaluate and recognise their own success</p> <p>To travel with a ball with control in an invasion game</p> <p>To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack"</p> <p>To evaluate and recognise their own success</p>	<p>Can throw and catch a chest pass and bounce pass effectively (step forward into pass).</p> <p>Can use a limited range of techniques eg pass high, low, overhead</p> <p>Can dribble a ball and throw and catch a chest pass and bounce pass with control and accuracy</p> <p>Can use a variety of simple tactics for attacking well i.e.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Range of passes (chest or bounce) <input checked="" type="checkbox"/> Feints – disguise the pass <input checked="" type="checkbox"/> Passing to player in space <input checked="" type="checkbox"/> Travelling with the ball <p>Evaluating and recognising their own success</p> <ul style="list-style-type: none"> • What type of throw is best if you want to pass a ball over a defender's head? • How can you let your team mates know that you want the ball? • What tactics did you use to outwit your opponents? • Do you think you could have used other tactics to improve your performance? • How could your team improve its play and score more goals 	<p><u>Chest Pass</u> Hands form a W with thumbs and fingers behind the ball.</p> <p>Elbows in and hold ball close to body</p> <p>Step forward and push ball towards receiver</p> <p>Extend arms fully after releasing Catching a chest pass</p> <p>Eyes watching the ball into hands</p> <p>Hold hands in W shape ready to receive pass</p> <p><u>Bounce Pass</u> Reach for the ball with both hands and bring back to chest Bounce Pass</p> <p>Hands form a W with thumbs and fingers behind the ball</p> <p>Elbows in and hold ball close to body</p> <p>Step forward and push ball towards receiver about 2/3 of the distance between passer and receiver</p> <p>Extend arms fully after releasing.</p> <p><u>Catching a pass</u> Catching a chest or bounce pass</p> <p>Eyes watching the ball into hands</p> <p>Hold hands in W shape ready to receive pass</p> <p>Reach for the ball with both hands and bring back to chest.</p>

			<p><u>Dribbling Ball:</u> Do not pat, use fingers not palms. Head up Back straight Bounce from hip.</p> <p><u>Tactics</u> With the ball Range of passes Feints Passing to player in space</p> <p><u>Tactics</u> Defenders Intercepting a pass Closing down space</p>
<p>Games Year 5&6</p>	<p>To revise travelling with an object</p> <p>To revise sending and receiving skills using a variety of objects</p> <p>To revise tactics used in an invasion game</p> <p>To undertake a leadership/officiating role</p> <p>To select and apply tactics in different invasion games</p> <p>To evaluate tactics across invasion games for similarities</p> <p>To develop the skills to play a rugby type game</p> <p>To explore creating a rugby league type game</p> <p>To create an invasion game to solve a tactical problem</p> <p>To explore adapting an invasion games to explore positions and attacking/defending options.</p> <p>To choose and apply skills and tactics consistently in an invasion type competitive games.</p> <p>To develop the ability to evaluate their teams work and suggest ways to improve it.</p>	<p>Can use different techniques for passing, and shooting the ball in games with accuracy and control i.e. push pass, dribbling the ball, shooting at goal close down an opponent effectively successfully mark a player or mark a space tackle safely</p> <p>Can use attacking and defending skills appropriately in games. i.e Choose when to pass successfully Dribble at an appropriate time to gain space, Lose a defender sometimes, Anticipate an attacker moving when defending</p> <p>Evaluating and recognising their own success</p> <ul style="list-style-type: none"> • How do you know where to pass the ball? When would you pass the ball to make progress towards the goal? • When marking, is it easier to face your partner or stand behind them? • How can you help the player with the ball? Where should they be positioned? • Do you need all your defenders to go towards the player with the ball? 	