

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Introduction into PE	Foundation Stage 1	In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.	<ul style="list-style-type: none"> • Theme: witches and wizards To move safely and sensibly in a space with consideration of others. • Theme: pirates To develop moving safely and stopping with control. • Theme: mythical creatures To use equipment safely and responsibly. • Theme: to the castle To use different travelling actions whilst following a path. • Theme: superheroes To work with others co-operatively and play as a group. • Theme: monsters To follow, copy and lead a partner. 	<ul style="list-style-type: none"> • Physical: run, jump, hop, skip, balance, crawl • Social: share, communication, work safely, co-operation, leadership • Emotional: independence, perseverance, confidence • Thinking: select and apply actions, comprehension, reflection, make decisions 	<ul style="list-style-type: none"> • I am beginning to demonstrate balance. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can explore movement skills. • I can make guided choices. • I follow instructions with support. 	<ul style="list-style-type: none"> • Avoid • Backwards • Forwards • Freeze • Safe • Sideways • Space • Stop • Partner
	Foundation Stage 2	In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	<ul style="list-style-type: none"> • Theme: people who help us To move around safely in space. • Theme: friends and family To follow instructions and stop safely. • Theme: houses and homes To stop safely and develop control when using equipment. • Theme: morning time To follow instructions and play safely as a group. • Theme: at the shops To follow a path and take turns. • Theme: dinner time To work co-operatively with a partner. 	<ul style="list-style-type: none"> • Physical: run, jump, throw, catch, roll, skip • Social: work safely, co-operation, support others, communication • Emotional: honesty, confidence, perseverance, determination • Thinking: comprehension, make decisions, creativity 	<ul style="list-style-type: none"> • I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively and take turns with others. • I understand the rules and can explain why it is important to follow them. • I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> • Catch • Direction • Partner • Path • Rules • Safely • Score • Space • Stop

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Games and fundamental skills linked to Games and Game skills

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Games (Introduction into)	Foundation Stage 1	In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	<ul style="list-style-type: none"> • Theme: cars To work safely and develop running and stopping. • Theme: aeroplanes To develop throwing and learn how to keep score. • Theme: cyclists To play games showing an understanding of the different roles within it. • Theme: buses To follow instructions and move safely when playing tagging games. • Theme: boats To work co-operatively and learn to take turns. • Theme: trains To work with others to play team games. 	<ul style="list-style-type: none"> • Physical: run, balance, change direction, throw, catch • Social: work safely, communication, co-operation, support and encourage others • Emotional: confidence, honesty, determination, manage emotions • Thinking: comprehension, decision making 	<ul style="list-style-type: none"> • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I am beginning to understand how I feel in different situations. • I can explore movement skills. • I follow instructions with support. • I play games honestly guided by the rules with support. 	<ul style="list-style-type: none"> • Catch • Caught • Jog • Rules • Run • Safe • Safely • Score • Space • Stop • Team • Throw • Turn
	Foundation Stage 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	<ul style="list-style-type: none"> • Theme: polar regions To aim when throwing and practise keeping score. • Theme: the rainforest To follow instructions and move safely when play tagging games. • Theme: Australia To learn to play against a partner. • Theme: wild west To develop co-ordination and play by the rules • Theme: India To explore striking a ball and keeping score. • Theme: far east To work co-operatively as a team. 	<ul style="list-style-type: none"> • Physical: run, change direction, throw, catch, strike • Social: communication, help others, respect, take turns, co-operation • Emotional: perseverance, honesty, determination, manage emotions • Thinking: comprehension, decision making, select and apply, reflection 	<ul style="list-style-type: none"> • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. • I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> • Aim • Gallop • Hit • Hop • Jump • Lose • Partner • Run • Safely • Score • Stop • Tag • Target • Team • Win

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Games and fundamental skills linked to Games and Game skills

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Ball Skills	Foundation Stage 1	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	<ul style="list-style-type: none"> • Theme: beetles To develop rolling a ball to a target. • Theme: busy bees To develop stopping a rolling ball. • Theme: ladybirds and butterflies To develop accuracy when throwing to a target. • Theme: grasshoppers To develop bouncing and catching a ball. • Theme: caterpillars To develop dribbling a ball with your feet. • Theme: spiders To develop kicking a ball. 	<ul style="list-style-type: none"> • Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick • Social: work safely, collaboration, co-operation, support others • Emotional: perseverance, independence, honesty • Thinking: use tactics, comprehension 	<ul style="list-style-type: none"> • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can make guided choices. • I persevere with support when trying new challenges. • I play ball games guided by the rules with support. 	<ul style="list-style-type: none"> • Bounce • Catch • Dribble • Hit • Kick • Points • Roll • Run • Safely • Score • Space • Target • Throw
	Foundation Stage 2	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	<ul style="list-style-type: none"> • Theme: windy weather To develop rolling and tracking a ball. • Theme: snow is falling To develop accuracy when throwing to a target. • Theme: there's a storm coming To develop dribbling with hands. • Theme: rainy days To develop throwing and catching with a partner. • Theme: sunshine and rainbows To develop dribbling a ball with your feet. • Theme: foggy days To develop kicking a ball to a target. 	<ul style="list-style-type: none"> • Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch • Social: co-operation, take turns, work safely, communication • Emotional: perseverance, independence, determination, honesty • Thinking: comprehension, use tactics 	<ul style="list-style-type: none"> • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I persevere when trying new challenges. • I play ball games with consideration of the rules. • I play co-operatively and take turns with others. • I use ball skills with developing competence and accuracy. 	<ul style="list-style-type: none"> • Ball • Catch • Dribble • Kick • Partner • Ready • Roll • Safely • Score • Space • Target • Throw

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Games and fundamental skills linked to Games and Game skills

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Ball Skills	Year 1	<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<ul style="list-style-type: none"> To develop dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	<ul style="list-style-type: none"> Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics 	<ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	<ul style="list-style-type: none"> Catch Control Dribble Ready position Roll Safely Score Space Soft Swing Target Track Underarm
	Year 2	<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<ul style="list-style-type: none"> To develop rolling a ball to hit a target. To stop a rolling ball. <ul style="list-style-type: none"> To dribble a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands. 	<ul style="list-style-type: none"> Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics 	<ul style="list-style-type: none"> I am beginning to provide feedback using key vocabulary. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group. 	<ul style="list-style-type: none"> Bounce Catch Collect Control Dribble Kick Prepare Receive Release Roll Target Touch underarm

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Games and fundamental skills linked to Games and Game skills

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Ball Skills	Year 3	<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<ul style="list-style-type: none"> To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet. To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet. 	<ul style="list-style-type: none"> Physical: track, throw, catch, dribble, kick Social: communication, work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decisions 	<ul style="list-style-type: none"> I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key vocabulary. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me. 	<ul style="list-style-type: none"> Accurate Block Collect Control Decision Momentum Opponent Personal best Possession Power Pressure React Receive Select Technique Track

Introduction to PE and Games (FS), Ball Skills, Sending and Receiving

	Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Sending and Receiving	Year 1	<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games. 	<ul style="list-style-type: none"> Physical: roll, throw, catch, track, kick, receive with feet, send with racket Social: support others, communication Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills 	<ul style="list-style-type: none"> I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	<ul style="list-style-type: none"> Catch Defender Distance Far Overarm Partner Pass Ready position Score Send Throw Underarm
	Year 2	<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p>	<ul style="list-style-type: none"> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket. 	<ul style="list-style-type: none"> Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension 	<ul style="list-style-type: none"> I am beginning to provide feedback using key vocabulary. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment. 	<ul style="list-style-type: none"> Catch Distance Kick Ready position Receive Roll Send Target Throw Track