

EYFS - PE - Ball skills—hands—unit 1

Curriculum Objectives		Lir			
Early Learning Goal	Pushi	ng	Pushing is a method of sending the ball using our hands.	Maths—counting and adding s	
Children show good control and co-ordination in large	Control		Control means keeping the ball close to us, preventing the defenders from gaining possession.	English—vocabulary. Specific v	
and small movements. They move confidently in a range of ways, safely negotiating space. They handle	Rollin	g	Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands to- wards a target or our partner.	Science—functions of the body skeletal system, muscles). See	
equipment and tools effectively.	Bounci	ng	Bouncing means using our hands to push the ball towards the floor.	PSHE—team work, social skills	
	Defend	ler	We are considered a 'defender' when the other side has the ball.		
Lessons Sequence			Substantive Knowledge/Key Knowledge	Disc	
 To begin to say different ways to move with a ball usin To explore a variety of ways using our hands to move a 		Pupils v	Pupils will begin to demonstrate different ways of pushing a ball. Pupils will begin to demonstrate the meaning of the word control and start to understand why it is im- portant to keep the ball close to them.		
 To begin to say different ways of using our hands to move with a ball. To explore different ways of using our hands to move a ball. 			Pupils will begin to demonstrate different ways of rolling a ball. Pupils will begin to demonstrate the meaning of the word control and start to understand why it is im- portant to keep the ball close to them.		
 To begin to say different ways of using our hands to move with a ball. To explore different ways of using hands to move a ball. 			vill begin to demonstrate different ways of bouncing a ball. vill begin to demonstrate the meaning of the word control and start to understand why it is im- t to keep the ball close to them.	Pupils dribble (pat or bounce) hand. Pupils move into space direction to avoid other pupil	
 To begin to say different ways of using our hands to move with a ball. To explore different ways of using hands to move a ball. 			Pupils will begin to demonstrate and know and begin to understand different ways of bouncing a ball whilst moving into space. Pupils will begin to demonstrate the meaning of the word, 'control,' and start to understand why it is im-		
1. To begin to say different ways of using our hands to move with a ball with a partner.			o begin to demonstrate to begin to demonstrate different ways of rolling and pushing a ball. vill begin to demonstrate to work with a partner and begin to understand why it is important to be	Pupils push a ball with increas a ball with increasing control.	
2. To explore different ways to move a ball with a partne			a team.		
 When playing games, continue to introduce different ways of using our hands to move with a ball, keeping control. 		Pupils v	vill begin to demonstrate different ways of rolling, pushing and bouncing a ball with a partner.	Pupils push a ball with increase ball with increasing control. P	
2. To explore how to keep control when moving a ball.			Pupils will begin to demonstrate the meaning of the word defender and what this means when playing bounce) a ball with incr pils adjust their speed a under control.		
			Themes		
Sending Children can explore pushing,	rolling and bound	ing a ball	to a partner.	D	

N/A Receiving Dribbling Pupils can explore how to bounce a ball with their dominant hand whilst stationary. EYFS— pupils express what they have done. Evaluation Outcome Character Traits Stickability WOW Experience Respectful Experience To move the ball using pushes, bounces and rolls in a Ambitious Repetition of previously taught skills Equipment game. Outdoors

inks Across the Curriculum

g scores.

c words and phrases used.

ody (respiratory system, cardio-vascular system, function of the ee progression map.

lls,, leadership, health and wellbeing.

sciplinary Knowledge / Skills

ush with their dominant hand. Pupils focus on the ball.

a ball with their dominant hand. Pupils focus on the target.

ce) a ball. Pupils dribble (pat or bounce) with their dominant ces avoiding other pupils. Pupils adjust their speed and change pils.

ice) a ball. Pupils dribble (pat or bounce) with their dominant ces avoiding other pupils. Pupils adjust their speed and change pils.

easing control. Pupils push with their dominant hands. Pupils roll ol. Pupils roll with their dominant hand.

easing control. Pupils push with their dominant hand. Pupils roll a . Pupils roll with their dominant hand. Pupils dribble (pat or ing control. Pupils move into spaces avoiding the defenders. Puchange direction to avoid the defenders. Pupils keep their ball

Diversity in the Curriculum

Share the diverse roster of the GB's women's basketball team.

https://gb.basketball/teams/gb-women/



Year 1 - PE - Ball skills—hands—unit 1

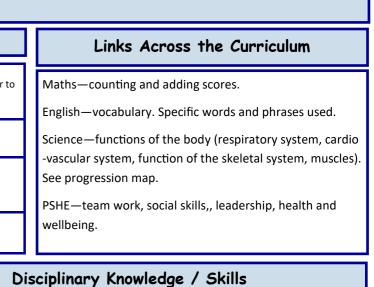
Pupils should be taught to:

defending

Curriculum Objectives	Vocabulary						
ils should be taught to: master basic movements including running,	Pushing	Pushing is a method of sending the ball using our hands.	passing	Passing is sending the ball to our partner or another member of our team in order to keep the ball.			
jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, know and begin to	Control	Control means keeping the ball close to us, preventing the defenders from getting	aiming	Aiming is the ability to use our bodies to direct an object towards a target.			
	rolling	Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.	defender	We are considered a 'defender' when the other side has the ball.			
understanding simple tactics for attacking and defending	bouncing	Bouncing means using our hands to push the ball towards the floor.	dribbling	Dribbling is a method of moving with the ball.			

	Lessons Sequence][Substantive Knowledge/Ka	ey Knowledge			
1. To know how to bounce/dribble a ball and why we need to keep the ball away from the defender.			Pupils will begin to demonstrate how to bounce (dribble) a bad direction to avoid the defenders.	Whilst dribbling, pup and change direction trol.			
2. To begin to demonstrate dribbling and defending.			Pupils will begin to demonstrate different ways of sending (p	assing) the ball to their partner.			
1. To know differe	nt ways of sending a ball (passing) using our hands.	F	Pupils will begin to demonstrate and understand why they ne	eed to be accurate when sending the ball.	Pupils can roll a ball v		
2. To begin to dem	nonstrate different passes using our hands.	P	Pupils will begin to demonstrate why and how we aim when sending a ball.				
1. To know and be hands.	gin to understand different ways of sending a ball using our		Pupils will begin to demonstrate their understanding of why Pupils will begin to demonstrate why we need to send a ball		Pupils pass a ball tow arms, feet etc). Pupils need to roll the ball f meaning of, 'control'		
 To know and begin to understand different ways of stopping a ball with our hands. 			Pupils will begin to demonstrate that they understand how a	Pupils stop the ball. F Pupils watch the ball.			
2. To begin to demonstrate different ways of stopping a ball with our hands.			Dupils will domonstrate that they understand how to stop th	a hall and provent other pupils from pace	Pupils stop the ball. F		
 To know and begin to understand different ways of stopping a ball with our hands and preventing pupils from passing the ball. To begin to demonstrate different strategies to prevent pupils passing a ball. 		i ii	Pupils will demonstrate that they understand how to stop the ng. Pupils will begin to demonstrate combining their sending knowledge of where we send a ball and why.	target using their har the ball with control. why they need to sto			
 To use their prior knowledge to know and begin to understand combining their sending and receiving skills to keep possession of the ball. To begin to demonstrate combining different sending and receiving skills. 			Pupils will begin to demonstrate how to combine their sending and receiving skills to keep possession of the ball.		Pupils pass a ball tow use their bodies to ai centrate on the ball. Pupils understand the		
			Themes				
Sending	Pupils will begin to demonstrate that they can push, roll and bounce a ba	oall to a	a partner accurately. Pupils will begin to understand why this is imp	oortant.			
Receiving	Pupils will begin to demonstrate that they can push, roll and bounce a ball to a partner accurately. Pupils will begin to understand why this is important. Pupils will begin to demonstrate that they can stop and catch the ball and prevent other pupils from passing. Pupils will begin to understand why this is important.						
Dribbling	Pupils will begin to demonstrate to beunce a ball (dribble), with their dominant band, whilst moving slowly. Pupils begin to understand why it is important to move into space away from						
Evaluation	defenders. h To express what they have learnt and what they've done well.						
	Outcome Character Traits		Stickability	W0W			

Outcome	Character Traits	Stickability	WOW
To combine their sending and receiving skills to keep pos- session of the ball.	Respectful Ambitious	Experience Repetition of previously taught skills	Experience Equipment Outdoors



ils move into spaces avoiding the defenders. Pupils adjust their speed to avoid the defenders. Pupils throw (pass) a ball with increasing con-

with increasing control towards a target.

vards a target using their hands. Pupils use their bodies to aim (fingers, s roll the ball fast. Pupils roll the ball slow. Pupils understand when they fast and when they need to roll the ball slow. Pupils understand the . Pupils understand the meaning of, 'aiming'?

Pupils move their body inline with the ball. Pupils concentrate on the ball. . Pupils understand why they need to stop the ball.

Pupils stand in front others to block a pass. Pupils pass a ball towards a nds. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils send Pupils concentrate on the ball. Pupils watch the ball. Pupils understand op the ball. Pupils understand the meaning of, 'aiming'

vards a target using their hands. Pupils are able to keep possession. Pupils im (fingers, arms, feet etc). Pupils send the ball with control. Pupils con-Pupils watch the ball. Pupils understand why they need to stop the ball. e meaning of, 'aiming'

Diversity in the Curriculum

erse roster of the GB's men's basketball team.

sketball/teams/gb-men/



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Rushey Mead Primary School		year	2 - PE - Ball	SK	ilis-nanas-unit 1	
Curriculum Objectives			Links Across the Curriculum			
 Pupils should be taught to: master basic movements including running, 	Pushing	Pushing is a method of sending the ball using our hands.			Passing is sending the ball to our partner or another member of our team in order keep the ball.	Maths—counting and adding scores.
 jumping, throwing and catching, as well as know and begin to understanding balance, agili- ty and co-ordination, and begin to apply these in a range of activities participate in team games, know and begin to understanding simple tactics for attacking and defending 	Control	Control means keeping the	e ball close to us, preventing the defenders from getting it.	aiming	Aiming is the ability to use our bodies to direct an object towards a target.	English—vocabulary. Specific words and phrases used.
	rolling	Rolling is a method of send hands towards a target or	ling the ball along the floor. A ball can be rolled using our our partner.	scoring	gain a point, goal, run, etc.	Science—functions of the body (respiratory system, car- dio-vascular system, function of the skeletal system, muscles). See progression map.
	bouncing	Bouncing means using our	hands to push the ball towards the floor.	defender	We are considered a 'defender' when the other side has the ball.	PSHE—team work, social skills,, leadership, health and
	dribbling	Dribbling is a method of m	oving with the ball.			wellbeing.
Lessons Seque		Substantive Knowle	dge/Key	Knowledge Dis	ciplinary Knowledge / Skills	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disc
 To know and begin to understand how to dribble in order to keep control and possession of the ball. To demonstrate effective dribbling in order to keep control and possession of the ball. 	Pupils will begin to demonstrate a dribble (bounce) the ball with control. Pupils will begin to demonstrate a dribble (bounce) the ball with one hand, with control.	Pupils dribble (bounce) the ball trol. Pupils move the ball around consequence in a game of movin
1. To know and begin to understand passing and receiving in order to keep possession of the ball.	Pupils will begin to demonstrate how to pass a ball towards a target using their hands. Pupils will use their bodies to aim (fingers, arms, feet etc).	Pupils receive the ball. Pupils pa trol. Pupils use their bodies to a trol. Pupils concentrate on the b meaning of, 'aiming'.
 To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession of the ball. To demonstrate a combination of dribbling, passing and receiving. 	Pupils will begin to demonstrate how to dribble (bounce) the ball with control whilst keeping possession. Pupils will begin to demonstrate how to dribble (bounce) the ball with one hand, with control whilst keeping possession. Pupils will begin to demonstrate how to pass and receive a ball in order to keep possession.	Pupils dribble (bounce) the ball from the defenders. Pupils recei pils use their bodies to aim (fing stand the consequence in a gam
 To know and begin to understand how to dribble in order to keep possession and score a point. To demonstrate an effective dribble. 	Pupils will begin to demonstrate how to dribble (bounce) the ball with control, whilst keeping possession, in order to score a point. Pupils will begin to demonstrate how to dribble (bounce) the ball with one hand with control, whilst keeping possession, in order to score a point.	Pupils dribble (bounce) the ball trol. Pupils dribble (bounce) the space keeping away from the de ball close to the defenders .
 To know and begin to understand how to pass and receive in order to keep possession and score a point. To demonstrate effective passing and receiving in order to score a point. 	Pupils will begin to demonstrate how to pass a ball towards a target using their hands to score a point. Pupils will use their bodies to aim (fingers, arms, feet etc) and score a point.	Pupils receive the ball. Pupils us with control. Pupils pass a ball to pils look at their partner when p
 To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession and score a point. To demonstrate a combination of dribbling, passing and receiving while trying to score. 	Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score a point.	Pupils receive the ball. Pupils pa control. Pupils dribble (bounce) away from the defenders. Pupils the defenders.

	Themes							
Sandina	Pupils demonstrate that they can push, roll and bounce a ball to a partner accurately. Pupils understand why this is important.							
Senaing	Sending Pupils demonstrate that they can use their bodies to aim (fingers, arms, feet etc) and score a point.							
Receiving	Receiving Pupils demonstrate that they can stop and catch the ball and prevent other pupils from passing. Pupils understand why this is important.							
Dribbling	Dribbling Pupils demonstrate that they bounce a ball with control, using dominate hand, whilst moving slowly. Pupils understand why it is important to move into space away from defenders.							
Evaluation	tion To express what they have learnt and what they've done well.							
	Outcome	Character Traits	Stickability	WOW	Ī			
		Respectful Ambitious	Experience Repetition of previously taught skills	Experience Equipment]			

all with control. Pupils dribble (bounce) the ball with one hand, with conund the space keeping away from the defenders. Pupils understand the oving the ball close to the defenders.

pass a ball towards a target using their hands with increasing conto aim (fingers, arms, feet etc). Pupils pass the ball with increasing cone ball. Pupils look at their partner when passing. Pupils understand the

all with control. Pupils move the ball around the space keeping away ceive the ball. Pupils pass a ball towards a target using their hands. Pungers, arms, feet etc). Pupils pass the ball with control. Pupils underame of moving the ball close to the defender.

all with control. Pupils dribble (bounce) the ball with one hand with conthe ball with two hands with control. Pupils move the ball around the e defenders. Pupils understand the consequence in a game of moving the

use their bodies to aim (fingers, arms, feet etc?). Pupils pass the ball I towards a target using their hands. Pupils concentrate on the ball. Pun passing .

pass a ball towards a target using their hands. Pupils pass the ball with ce) the ball with control. Pupils move the ball around the space keeping pils understand the consequence in a game of moving the ball close to

Diversity in the Curriculum

ker who plays for the Leicester Riders.

ketball/roster/mo-walker/