

**TOP Transition** has been designed as a series of **Core Learning Tasks<sup>1</sup>** (CLTs) in physical education enabling practitioners in primary and secondary schools to **collaborate and plan for a seamless approach<sup>2</sup>** to recognising pupils' progress from upper key stage 2 to key stage 3 physically, socially, cognitively and emotionally.

The **TOP Transition** pack is a set of 13 CLTs and two Challenge cards which complement the National Curriculum Programmes of Study for Physical Education and schools' own curriculum planning, assessment for learning and monitoring processes for PE. It also aligns to all resources within *TOP PE* and *My Personal Best Primary and Secondary*.

The Core Learning Tasks can be used at start/end points and throughout units of work, providing teachers with opportunities to engage all learners through facilitating and differentiating learning; the familiar **STEP** principle is used in the resource. The tasks have a clear and explicit focus on young people's physical development AND their personal, social and cognitive development with 'what to look out for' and suggested questions to guide learning.

**TOP Transition** provides primary and secondary practitioners and pupils with:

### Learning focus

- A **common framework** and **language for learning in PE** across key stages.
- Opportunities for learners to work independently and **show/look back on what they know, can do and develop in different contexts**.
- Scope for additional and **appropriate challenge** and extension.
- Engaging activity challenges as tools to **recognise young people's physical, personal, social and thinking skills** - the 'MEs' - developing the **health and wellbeing of the whole child in PE**.
- Opportunities to **apply and transfer learning** to other life experiences.

### Transition focus

- A simple means to open dialogue, share, value and continue the learning journey from primary to secondary school at such an important time of change for young people.
- Synergy through familiar teaching tasks and learning outcomes.
- Development of effective/consistent PE curriculum, pedagogy and assessment criteria.
- Support for any school's process to recognise and capture progress (TOP Transition is not intended as a prescriptive reporting and monitoring tool).

Core Learning Task	Wider Learning Skills 	Physical Skills 	Activity Type
1. Jumping Best	Healthy Me: Self-Motivation	Fundamental movement skills	Athletics (Jumping)
2. Team Break-a-Record	Social Me: Motivating and Influencing others	Physical health and fitness	Athletics (Running)
3. Throw Golf	Healthy Me: Self-Management	Technique and fluency of movement	Athletics (Throwing and Target Games)
4. Two Bounce Challenge	Healthy Me: Resilience	Tactics and strategies	Games: Net/Wall
5. Aim and Strike	Thinking Me: Evaluation	Technique and fluency of movement	Games: Striking and Fielding
6. Space Invasion	Social Me: Communication	Flair, originality and improvisation	Games: Invasion
7. Double Delight	Thinking Me: Innovation	Fundamental movement skills	Gymnastics
8. Fearless Flight	Healthy Me: Responsibility	Technique and fluency of movement	Gymnastics
9. Bollywood-Style	Social Me: Empathy	Technique and fluency of movement	Dance
10. Streetwise	Social Me: Collaboration	Flair, originality and improvisation	Dance
11. Minefield & Sheep Pen	Social Me: Communication	Tactics and strategies	Outdoor Adventurous Activity
12. Star Treasure Hunt	Healthy Me: Integrity	Physical health and fitness	Outdoor Adventurous Activity
13. Swimming for survival	Social Me: Appropriate modification of personal behaviour	Physical health and fitness	Swimming and water safety
14. FUN Festival	Healthy Me + Social Me + Thinking Me: Application across a range of activities and environments	Fundamental movement skills	Multi-ability Team Challenges
15. Challenge ME Circuit	Healthy Me + Thinking Me + Social Me: Individual decision-making skills	Fundamental movement skills	8-station Individual Challenges

<sup>1</sup> Core Tasks have featured as part of the supporting materials for the National Curriculum in England in 2000 and 2008 and produced under the PE School Sport and Club Links Strategy at that time. They were standardised tasks created by government to raise standards in all key stages, allowing pupils to demonstrate and apply what they had learned in a meaningful way. The Youth Sport Trust has used the stimulus of these documents, the current National Curriculum in England 2014 and its own TOP PE and My Personal Best resources to bring these New Core Learning Tasks together, specifically supporting primary to secondary transition.

<sup>2</sup> Based upon the learning and key findings from the Youth Sport Trust's Seamless Transition through PE and Sport Project (summer 2016) funded by Sport England.

**TOP Transition = Seamless transition in PE for all young people**

## The Core Learning Tasks follow the same format:

The front of each card focuses on the Learning Purpose with clear reference to the Physical, Personal, Social and Thinking MEs and contains:

- The Core Learning Task with aim, description, equipment, extension and safety.
- An illustration to support the activity.
- **STEP** – consider changing the **S**pace, **T**ask, **E**quipment, **P**eople to engage and challenge all learners.
- How learners are progressing – what to look for from key stage 2 to 3.
- Consideration of learners’ skills on a continuum – Emerging ... Developing... Established... Moving to Mastery.

The back of each card provides a series of prompts and focuses on how teachers can facilitate a stimulating learning environment:


**Left side** – Taught<sup>3</sup> Learning for the **specific wider skill** (from Healthy ME, Social ME, Thinking ME) and suggested open questions to guide learning.


**Right side** – Taught Learning for the **specific physical skills** (Physical ME) and suggested open questions to guide learning.


On each card the question is posed about the **relevance of PE** to young people’s lives, so take time to help them consider:

- When else will they need these skills?
- How are these skills transferable (to other subjects in school, to life beyond school and the world of work)?

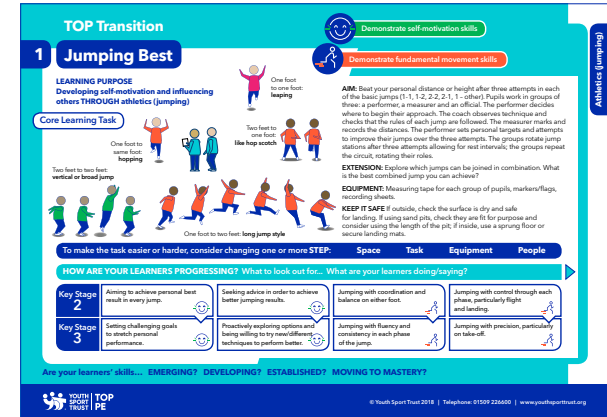
 **Physical ME**  
Application of physical skills and tactics in a range of activities

 **Healthy ME**  
Believing in myself; demonstrate personal and affective skills, values, behaviours and character traits

 **Social ME**  
Understand and work well with others using interpersonal skills and leadership

 **Thinking ME**  
Cognitive, creative, evaluative and problem-solving skills

**PE4ME**  
= a Healthy, Happy ME in PE



**TOP Transition** **Jumping Best**

**1 Jumping Best**

**LEARNING PURPOSE**  
Developing self-motivation and influencing others THROUGH athletics (jumping)

**Core Learning Task**

**AIM:** Beat your personal distance or height after three attempts in each of the basic jumps (1, 1, 1, 2, 2, 2, 2, 1, 1 - others). Pupils work in groups of three; a performer, a measurer and an official. The performer decides where to begin their approach. The coach observes technique and checks that the rules of each jump are followed. The measurer marks and records the distance. The performer sets personal targets and attempts to improve their jumps over the three attempts. The groups rotate jump stations after three attempts allowing for rest intervals; the groups repeat the circuit, rotating their roles.

**EXTENSION:** Explore which jumps can be joined in combination. What is the best combined jump you can achieve?

**EQUIPMENT:** Measuring tape for each group of pupils, markers/flags, recording sheets.

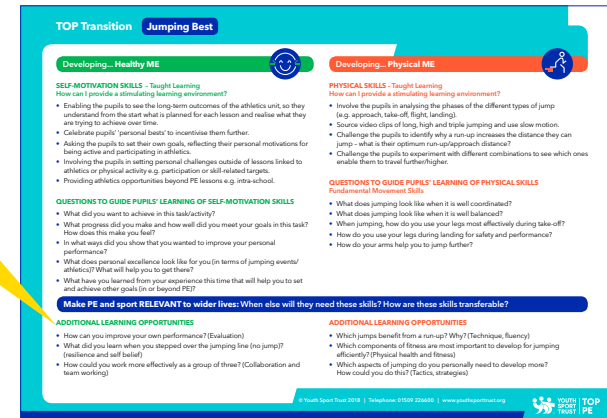
**KEEP IT SAFE:** If outside, check the surface is dry and safe for landing. If using sand pits, check they are fit for purpose and consider using the length of the pit. If inside, use a sprung floor or secure landing mats.

**How are your learners progressing? What to look out for... What are your learners doing/saying?**

Key Stage	2	3
Key Stage 2	Aiming to achieve personal best result in every jump.	Seeking advice in order to achieve better jumping results.
Key Stage 3	Setting challenging goals to stretch personal performance.	Proactively exploring options with being willing to try new different techniques to perform better.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?

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**TOP Transition** **Jumping Best**

**Developing... Healthy ME**

**SELF-MOTIVATION SKILLS - Taught Learning**  
How can I provide a stimulating learning environment?

- Enabling the pupils to see the long-term outcomes of the athletics unit, not they understand from the start what is planned for each lesson and realise what they are trying to achieve over time.
- Calculate pupils' personal bests to incentivise them further.
- Asking the pupils to set their own goals, reflecting their personal motivations for being active and participating in athletics.
- Involving the pupils in setting personal challenges outside of lessons linked to athletics or physical activity e.g. participation or skill-related targets.
- Providing athletics opportunities beyond PE lessons e.g. in-school.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF SELF-MOTIVATION SKILLS**

- What did you want to achieve in this task/activity?
- What progress did you make and how well did you meet your goals in this task?
- How does this make you feel?
- In what ways did you show that you wanted to improve your personal performance?
- What does personal excellence look like for you (in terms of jumping events/athletics)? What will help you to get there?
- What have you learned from your experience this time that will help you to set and achieve other goals (in or beyond PE)?

**ADDITIONAL LEARNING OPPORTUNITIES**

- How can you improve your own performance? (Evaluation)
- What did you learn when you stepped over the jumping line (no jump)? (resilience and self belief)
- How could you work more effectively as a group of three? (Collaboration and team working)

**Developing... Physical ME**

**PHYSICAL SKILLS - Taught Learning**  
How can I provide a stimulating learning environment?

- Involve the pupils in analysing the phases of the different types of jump (e.g. approach, take-off, flight, landing).
- Source video clips of long, high and triple jumping and use slow motion.
- Challenge the pupils to identify why a run-up increases the distance they can jump - what is their optimum run-up/approach distance?
- Challenge the pupils to experiment with different combinations to see which ones enable them to travel further/higher.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS**  
Fundamental Movement Skills

- What does jumping look like when it is well coordinated?
- What does jumping look like when it is well balanced?
- When jumping, how do you use your legs most effectively during take-off?
- How do you use your legs during landing for safety and performance?
- How do your arms help you to jump further?

**ADDITIONAL LEARNING OPPORTUNITIES**

- Which jumps benefit from a run-up? Why? (Technique, fluency)
- Which components of fitness are most important to develop for jumping efficiency? (Physical health and fitness)
- Which aspects of jumping do you personally need to develop more? How could you do this? (Tactics, strategies)

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Through a **taught and caught** approach to teaching and learning at transition, ensure young people know, understand and value the skills and qualities they are developing **in PE and through PE**.

<sup>3</sup> Taught and Caught Learning acknowledges the work of the Jubilee Centre for Character and Virtues [www.jubileecentre.ac.uk/](http://www.jubileecentre.ac.uk/)

# Jumping Best



Demonstrate self-motivation skills



Demonstrate fundamental movement skills

### LEARNING PURPOSE

Developing self-motivation and influencing others THROUGH athletics (jumping)

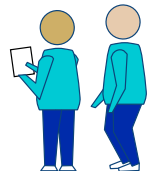
### Core Learning Task



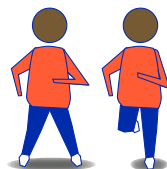
One foot to one foot: leaping



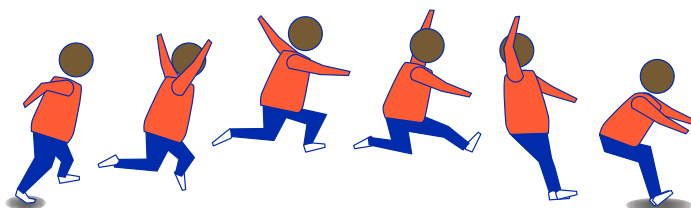
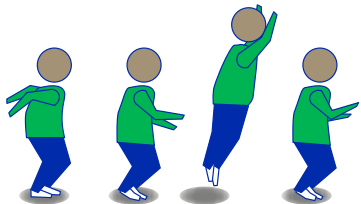
One foot to same foot: hopping



Two feet to one foot: like hop scotch



Two feet to two feet: vertical or broad jump



One foot to two feet: long jump style

**AIM:** Beat your personal distance or height after three attempts in each of the basic jumps (1-1, 1-2, 2-2, 2-1, 1 - other).

Pupils work in groups of three: a performer, a measurer and an official. The performer decides where to begin their approach. The coach observes technique and checks that the rules of each jump are followed. The measurer marks and records the distances. The performer sets personal targets and attempts to improve their jumps over the three attempts. The groups rotate jump stations after three attempts allowing for rest intervals; the groups repeat the circuit, rotating their roles.

**EXTENSION:** Explore which jumps can be joined in combination. What is the best combined jump you can achieve?

**EQUIPMENT:** Measuring tape for each group of pupils, markers/flags, recording sheets.

**KEEP IT SAFE:** If outside, check the surface is dry and safe for landing. If using sand pits, check they are fit for purpose and consider using the length of the pit; if inside, use a sprung floor or secure landing mats.

To make the task easier or harder, consider changing one or more STEP:

Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage 2	Aiming to achieve personal best result in every jump.	Seeking advice in order to achieve better jumping results.	Jumping with coordination and balance on either foot.	Jumping with control through each phase, particularly flight and landing.
Key Stage 3	Setting challenging goals to stretch personal performance.	Proactively exploring options and being willing to try new/different techniques to perform better.	Jumping with fluency and consistency in each phase of the jump.	Jumping with precision, particularly on take-off.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?



### Developing... Healthy ME

#### SELF-MOTIVATION SKILLS - Taught Learning

##### How can I provide a stimulating learning environment?

- Enabling the pupils to see the long-term outcomes of the athletics unit, so they understand from the start what is planned for each lesson and realise what they are trying to achieve over time.
- Celebrate pupils' 'personal bests' to incentivise them further.
- Asking the pupils to set their own goals, reflecting their personal motivations for being active and participating in athletics.
- Involving the pupils in setting personal challenges outside of lessons linked to athletics or physical activity e.g. participation or skill-related targets.
- Providing athletics opportunities beyond PE lessons e.g. intra-school.

#### QUESTIONS TO GUIDE PUPILS' LEARNING OF SELF-MOTIVATION SKILLS

- What did you want to achieve in this task/activity?
- What progress did you make and how well did you meet your goals in this task? How does this make you feel?
- In what ways did you show that you wanted to improve your personal performance?
- What does personal excellence look like for you (in terms of jumping events/ athletics)? What will help you to get there?
- What have you learned from your experience this time that will help you to set and achieve other goals (in or beyond PE)?

### Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?

#### ADDITIONAL LEARNING OPPORTUNITIES

- How can you improve your own performance? (Evaluation)
- What did you learn when you stepped over the jumping line (no jump)? (resilience and self belief)
- How could you work more effectively as a group of three? (Collaboration and team working)



### Developing... Physical ME

#### PHYSICAL SKILLS - Taught Learning

##### How can I provide a stimulating learning environment?

- Involve the pupils in analysing the phases of the different types of jump (e.g. approach, take-off, flight, landing).
- Source video clips of long, high and triple jumping and use slow motion.
- Challenge the pupils to identify why a run-up increases the distance they can jump - what is their optimum run-up/approach distance?
- Challenge the pupils to experiment with different combinations to see which ones enable them to travel further/higher.

#### QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS

##### Fundamental Movement Skills

- What does jumping look like when it is well coordinated?
- What does jumping look like when it is well balanced?
- When jumping, how do you use your legs most effectively during take-off?
- How do you use your legs during landing for safety and performance?
- How do your arms help you to jump further?

#### ADDITIONAL LEARNING OPPORTUNITIES

- Which jumps benefit from a run-up? Why? (Technique, fluency)
- Which components of fitness are most important to develop for jumping efficiently? (Physical health and fitness)
- Which aspects of jumping do you personally need to develop more? How could you do this? (Tactics, strategies)

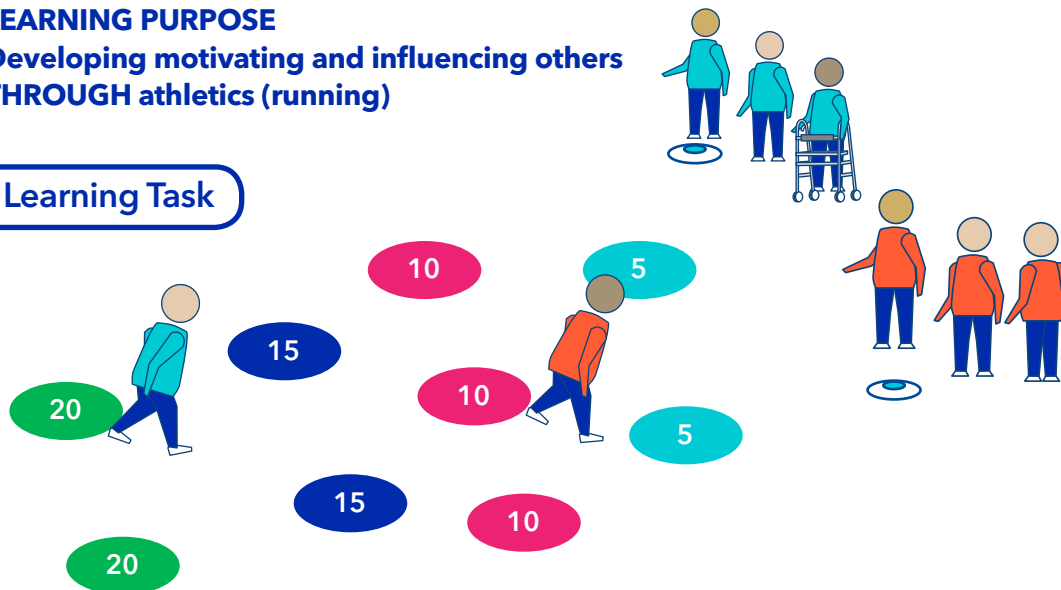


## 2 Team Break-a-Record

### LEARNING PURPOSE

Developing motivating and influencing others  
THROUGH athletics (running)

### Core Learning Task



**AIM:** Work as a team to gain as many points by running to chosen targets within a time limit. The markers could be at 5, 10, 20 or 50 metre distances.

The time limit is set between 3-6 minutes. In groups of four, every pupil takes it in turn to run to a cone and back to the group. The next pupil may leave only when a team-mate has returned (with a baton). One pupil from the group keeps a tally of the number of points earned. The team with the most points at the end of the activity are the winners. The group should be given time at the beginning to decide on their game plan, according to the ability, fitness, and motivation of individuals. Repeat task and allow for review time before second attempt.

**EXTENSION:** Fewer people will make the task harder. Consider using a track to cover a set distance between the team - attempt to break a (world) record together.

**EQUIPMENT:** A range of coloured cones/buckets /hoops with points clearly attached. Use a baton or collect bean bags/markers/tokens. Points recording sheet.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying?

<b>Key Stage 2</b>	Encouraging team mates to contribute to the plan.	Sharing and engaging others with an agreed target.	Demonstrating some stamina (endurance) when running.	Demonstrating speed and power when running.
<b>Key Stage 3</b>	Getting the best out of each individual and recognising personal capabilities.	Overcoming setbacks and adapting with positive team approaches.	Demonstrating good stamina (endurance) and awareness of pace when running.	Demonstrating appropriate speed and power with agility linked to the distance run.

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**

## Developing... Social ME

**EFFECTIVE MOTIVATING AND INFLUENCING SKILLS - Taught Learning**

How can I provide a stimulating learning environment?

- Recognising individuals' motives for taking part and supporting the pupils to identify their own and each other's motives for being active.
- Modelling the use of growth mind-set language in PE, i.e. language that focuses on effort and practice, not on natural ability or talent.
- Exploring how to motivate others in lessons e.g. positive feedback, high-five, verbal or non-verbal encouragement, applause, thumbs up.
- Challenging the pupils to influence a friend to participate in school athletics/running activities.
- Empowering the pupils to promote new opportunities in PE and sport.

**QUESTIONS TO GUIDE PUPILS IN HOW TO MOTIVATE AND INFLUENCE OTHERS**

- How effective were you at motivating and influencing others in this activity? How do you know it was effective (or not)?
- What specifically did you do/say? Why did it work?
- What will you do next time to be (even) better at motivating and influencing people? What will that look/sound like in practice?
- What helps you to motivate people and why is it important (in and beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?**

**ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you include all members of your team? (Empathy)
- How could you work more effectively as a team? (Collaboration and team working)
- What is the world record for the mile? How could you achieve that as a team or get close to it? (Evaluation)

## Developing... Physical ME

**FACILITATION OF PHYSICAL SKILLS - Taught Learning**

How can I provide a stimulating learning environment?

- Asking pupils to run as fast as they can for a short time. Organise a range of sprint challenges (e.g. running for 5 seconds, 10 seconds, chasing a partner, running 30 metres).
- Organise a range of simple shuttle relays (e.g. passing the quoit when walking or running, passing from different hands).
- Asking the children to practise different starting positions from which to run (e.g. lying down, kneeling, crouching, standing), and decide which works best.
- Giving them a range of running and walking challenges to help them understand how to adapt their performance to the demands of the task.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS**

- How do you breathe when you are sprinting? How does this change when you are running over a longer distance?
- When is it better to run with a low body position? Upright body position?
- How would you change your style of running for different events?
- Why do sprinting and sustained running put different demands on the body?
- What distance did you cover as a team in the time limit? What aspects of the team's fitness helped you to achieve this?

**ADDITIONAL LEARNING OPPORTUNITIES**

- How should you use your arms when running fast? (Technique, fluency)
- How is this different when you are running more slowly? (Technique, fluency)
- How can you adapt running skills to meet the demands of different distances? (Tactics, strategies)

# Throw 'Golf'



Demonstrate self-management

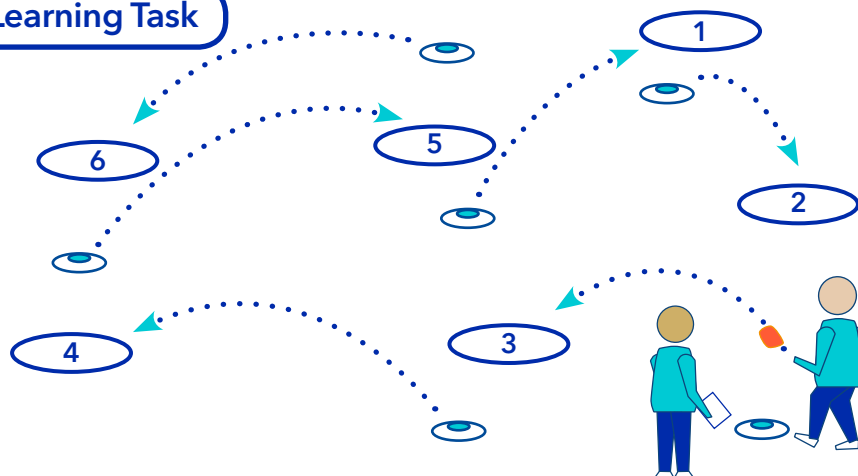


Demonstrate technique and fluency of movement

### LEARNING PURPOSE

Developing self-management THROUGH athletics (throwing and target games)

### Core Learning Task



**AIM:** Get a piece of throwing equipment into a set number of hoops in as few throws as possible, demonstrating one of the three throwing techniques (sling/push/pull).

A number of hoops to act as the 'holes' for the golf course are set up 20-50 metres apart around a field, with a coloured spot 5-30 metres away. The spots are the starting markers or 'tees' for the throwers. In pairs, each pupil selects the appropriate equipment and performs 'sling' 'push' or 'pull' throw combinations towards each hoop. Each pupil counts the number of throws taken to reach the hoop. The lowest score wins.

**Adaptations:** i) Playing as a team with combined scores.

ii) In pairs, one thrower and one scorer; points awarded for reaching the target, proximity to target.

**EXTENSION:** Pupils design their own golf course.

**EQUIPMENT:** A range of throwing equipment (e.g. foam javelins, beanbags, quoits, balls of different sizes), targets to aim for e.g. hoops, markers, spots.

**KEEP IT SAFE** Ensure there is enough space between each 'hole' of the course, especially for the 'sling' throws.

To make the task easier or harder, consider changing one or more STEP:

Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage	Sticking at the task and seeks helps when needed.	Working productively with limited teacher input.	Attempting the correct technique for sling, push, and pull throw as appropriate.	Accurately replicating recognisable techniques for throwing.
2				
3	Planning ahead and uses initiative to ensure the task is completed with success.	Setting personal targets to improve their performance.	Selecting and applying the correct technique to perform effectively.	Replicating recognisable techniques for throwing with precision and fluency.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?



### Developing... Healthy ME

#### SELF-MANAGEMENT SKILLS - Taught Learning

##### How can I provide a stimulating learning environment?

- Providing a range of teaching approaches that allow the pupils to work independently e.g. guided discovery, reciprocal teaching and learning.
- Involving the pupils in agreeing clear boundaries, e.g. safety regulations in throwing activities.
- Enabling the pupils to self- or group-reflect on what success looks like.
- Encouraging the pupils to set and practise personal participation or skills related goals.

#### QUESTIONS TO GUIDE PUPILS' LEARNING IN SELF-MANAGEMENT AND ORGANISATIONAL SKILLS

- What were your goals/targets in this task? To what extent did you achieve them?
- What helped you to put your technique into action?
- How could you have managed things differently to achieve the task (more easily)?
- What will you do next time?
- What have you learnt that will enable you to manage similar/other tasks and challenges (in or beyond PE)?

### Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?

#### ADDITIONAL LEARNING OPPORTUNITIES

- How well do you stick to and apply the rules/scoring of the activity? (Integrity)
- If you designed your own course, what would you change? (Innovation)
- How did you encourage/challenge your partner? (Motivating and influencing others)



### Developing... Physical ME

#### PHYSICAL SKILLS - Taught Learning

##### How can I provide a stimulating learning environment?

- Challenge the pupils to throw soft, hard, fast, slow and using small and large movements. Helping them to identify how changing their actions affects how far the equipment travels.
- Setting up a variety of targets at different distances and ask the pupils to throw at them, changing the action they use as appropriate.
- Working in pairs, asking them to identify the technique that enables them to throw each piece of equipment the furthest.
- Asking the pupils to review and evaluate their result, highlighting any variations between standing throws and throws with a run-up.

#### QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS

##### Technique and fluency of movement

- How can you change the direction in which you throw?
- How can your legs and hips help you to throw further?
- What should your arms be doing?
- What happens if you use a short run-up?
- How can you transfer weight to help you throw further?
- What do you need to change to improve technique/fluency?
- What are you going to try to do next time you throw?

#### ADDITIONAL LEARNING OPPORTUNITIES

- Who looks skilful at this activity and why? (Fundamental movement skills)
- What types of physical fitness are needed for this activity? (Physical health and fitness)
- How could you be more tactical in this activity to improve your score? (Tactics, strategies)



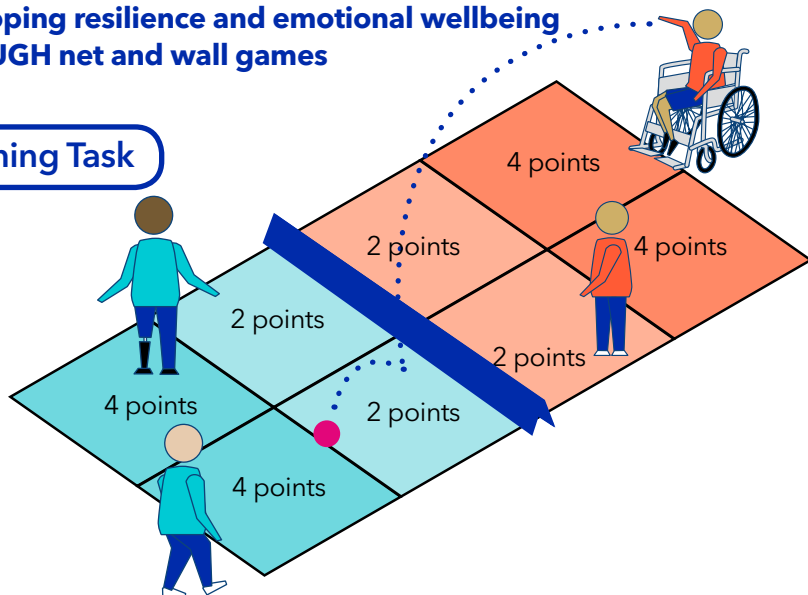


## 4 Two Bounce Challenge

### LEARNING PURPOSE

Developing resilience and emotional wellbeing  
THROUGH net and wall games

### Core Learning Task



**AIM:** Score points by making the ball bounce twice on the opponents' side of the court. The first bounce must land in the court. This task can be introduced with or without rackets and alternative barriers for nets.

Play in 1v1, 2v2 or 3v3 on a court that is short and wide or long and narrow. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball. An adaptation could include the court being divided into four zones on each side, with the players aiming to score additional points by hitting the ball into these zones so that their opponents can't return it.

**EXTENSION:** Alternative equipment can be used to promote reaction time and agility such as reaction balls or, to give pupils more time, use soft touch or beach balls/balloons.

**EQUIPMENT:** Range of balls including volleyballs, tennis or short tennis equipment, a net/barrier/throw down lines for the court. A scoring sheet.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying?

Key Stage <b>2</b>	Managing emotions when the ball goes out of court or is missed.	Discussing and agreeing on how to improve performance.	Using appropriate shots to hit the targets and outwit their opponents.	Devising and playing to a game plan.
	Persevering and trying different solutions when under pressure.	Learning from errors and remaining confident after setbacks.	Effectively defending court area to stop opponents scoring.	Adapting and re-adjusting to suit the changing game play.

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**



### Developing... Healthy ME

#### DEVELOPING RESILIENCE - Taught Learning

##### How can I provide a stimulating learning environment?

- Asking the pupils to set their own stretch targets in the activity.
- Allowing the pupils to modify their own space, tasks and equipment in order to make progress.
- Encouraging the pupils to identify flaws in their performances and to see opportunities for learning and improvement.
- Enabling the pupils to practise giving constructive feedback to others to support improvement.
- Involving the pupils in creating a 'can't wait to fail' culture which celebrates failures in lessons as 'trials that create opportunities'.

#### QUESTIONS TO GUIDE PUPILS' LEARNING IN THE DEVELOPMENT OF RESILIENCE

- What did you find tough in that activity? Why?
- How did that make you feel? How did you manage that feeling?
- How did you tackle (overcome) the challenge? What/who helped you?
- How did you learn from your errors?
- If you attempted the task again what would you do differently?
- What makes you resilient and why is that important (in and beyond PE)?

### Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?

#### ADDITIONAL LEARNING OPPORTUNITIES

- Could you modify the game to provide further challenge? (Innovation and problem solving)
- How could you work more effectively as a team? (Collaboration and team working)
- How well did you communicate? Can you give an example when this gave a successful outcome? (Communication speaking/active listening)



### Developing... Physical ME

#### PHYSICAL SKILLS - Taught Learning

##### How can I provide a stimulating learning environment?

- Encouraging the pupils to initially let the ball bounce twice before hitting (to make the task easier).
- Asking the pupils to play on a larger court (to make the task harder).
- Creating a range of 'rally challenges' on cards e.g. forehand rally for five shots, volley rally for five shots. In pairs, ask the pupils to choose a card and attempt to meet the challenge.
- Helping the pupils to plan a rally so that it puts pressure on their opponents (e.g. where to hit the first shot, how to create space to hit the ball into).
- Helping the pupils to devise a game plan to achieve a target score.

#### QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS

##### Tactics and strategies

- What type of shots should you choose to get the ball into the scoring zones?
- What practices could you use to improve your shots?
- Which of your partner's shots are the best? Which needs improving?
- How can you make it harder for your opponents to score?
- What tactics can you use when attacking or defending? For example, where should you stand?

#### ADDITIONAL LEARNING OPPORTUNITIES

- How effective are your forehand, backhand and volley shots? How do you know? (Technique, fluency)
- Who was the quickest to react in your team? What skills made this possible? (Fundamental movement skills)
- What aspects of physical fitness were most important in this task? (Physical health and fitness)

# TOP Transition

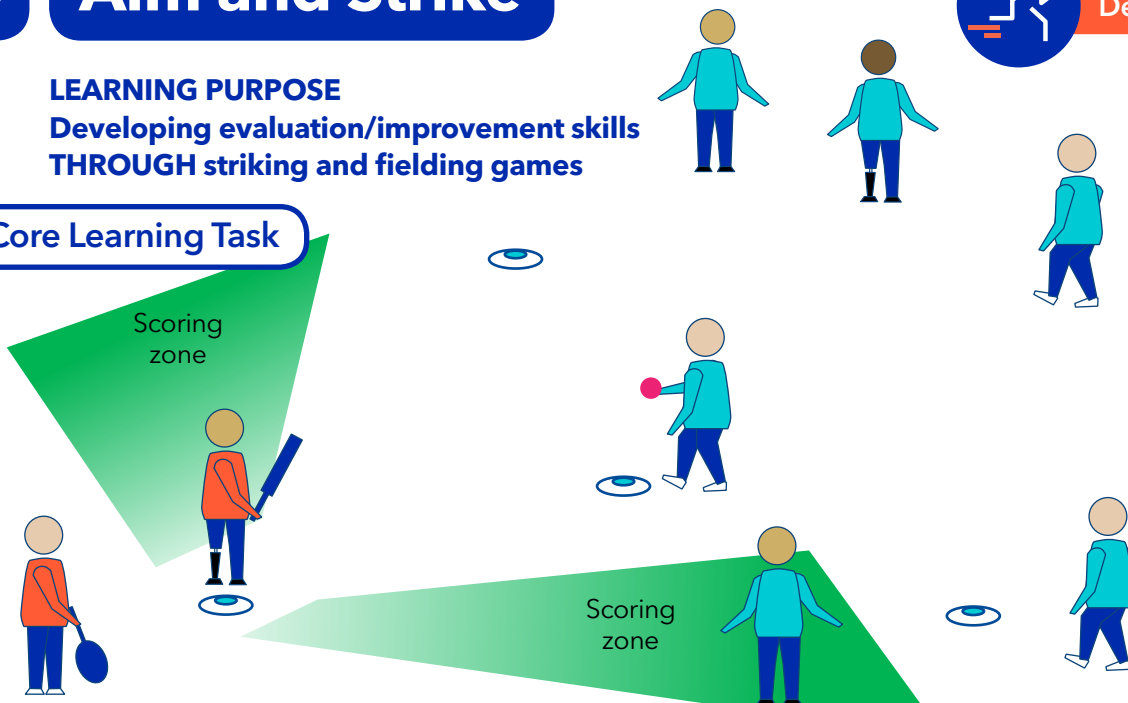
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## Aim and Strike

### LEARNING PURPOSE

Developing evaluation/improvement skills  
THROUGH striking and fielding games

### Core Learning Task



Demonstrate evaluation, decision-making and improvement skills



Demonstrate technique, fluency of movement

**AIM:** Score points or runs by running around bases or between wickets.

Play the game with a pair of strikers against four to six fielders who take it in turns to bowl. Each striker in the pair has four attempts. Then rotate. Strikers may only run between a batting marker to a base a short distance away when they hit the ball into marked areas of the field. The ball may be hit into two or four marked areas. The strikers choose when they run: score bonus points if they hit the ball into marked areas and use variety of equipment for batting. Bonus points are scored for effective fielding.

**ADAPTATION:** The bowler is the partner of the striker; the bowling then becomes cooperative rather than competitive. They swap roles after each has had four attempts.

**EQUIPMENT:** Range of small balls (rounders, cricket, tennis, Kwik Cricket). Variety of bats e.g. tennis racket to make it easier for some children. Marking equipment e.g. cones, stumps. A scoring sheet.

To make the task easier or harder, consider changing one or more STEP:

Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage 2	Planning and pacing throughout an innings.	Offering coaching suggestions to help each other improve.	Hitting with control and accuracy.	Tracking and catching the ball effectively.
Key Stage 3	Implementing an effective game plan which the team have decided on.	Evaluating strengths and weaknesses and changing tactics accordingly.	Directing the ball to avoid fielders with precision.	Intercepting and returning the ball with speed, accuracy and precision.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?

## Developing... Thinking ME

**EVALUATION SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Teaching 'Aim and Strike' like a problem-solving challenge. Working in pairs or in groups, pupils are given tasks that require them to plan, do, review and then apply their learning in the same or new challenge.
- Involving the pupils in creating key evaluation questions based on striking and fielding skills and tactics. During intervals, pupils in turn respond to the questions.
- Challenging the pupils to be personal coaches, working in pairs to learn, perfect a skill, taking turns to observe and offer feedback for improvement to a player.

**QUESTIONS TO GUIDE PUPILS' LEARNING IN EVALUATION SKILLS**

- Why was it important to evaluate what you did?
- How did you decide where to position your fielding team?
- What else could help you to make better decisions?
- What have you learned from your experience that will help you in other situations (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How could you work more effectively as a pair to score more points? (Collaboration and team working)
- How often did you take calculated risks? Did these pay off? (Innovation and problem solving)
- How well did you support your partner and recognise when they needed a bit of help? (Empathy)

## Developing... Physical ME

**PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Setting striking targets near, far, to the left and to the right for pupils to aim for.
- Encouraging the pupils to work in pairs, asking them to practise varying the speed and flight of the ball when bowling.
- Asking the pupils to play a throwing and catching game 3v3, in which the aim is to get the ball to a cone while the other team tries to intercept and stop the team from scoring.
- Creating opportunities for pupils to watch clips of elite performances in different striking games and then try to copy the skills they have seen.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Technique and fluency of movement**

- How can you affect the direction in which you hit the ball?
- How does the speed at which the ball is bowled affect the direction of your hit?
- How do you know when to be more attacking or defensive when you hit the ball?
- When bowling, how can you make it harder for a batter to score?
- When fielding, why is it important to get your body behind the ball?
- How can you change fielding positions to put pressure on the batting team?
- How can the bowler and fielders work together effectively?

**ADDITIONAL LEARNING OPPORTUNITIES**

- Who demonstrated good tactics in this task when batting? What did you learn from them? (Tactics, strategy, game play)
- What could you do as a fielding team to make it harder for the striker to score? (Tactics, strategy, game play)
- What could you do to change the Aim and Strike task to provide a new challenge? (Flair, originality, improvisation)

# Space Invaders



Demonstrate communication (speaking and listening) skills

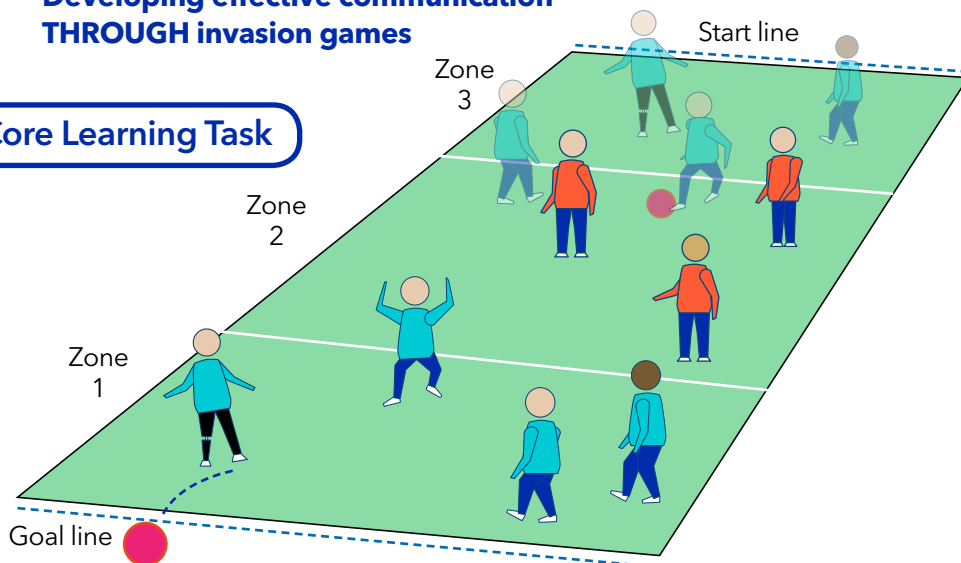


Demonstrate flair, originality and improvisation

### LEARNING PURPOSE

Developing effective communication THROUGH invasion games

### Core Learning Task



**AIM:** To work as a team to keep possession, set up an attack and shoot or score without the invaders (defenders) intercepting the ball.

Play the game 4v3 or 5v4, on a playing space that is divided into three zones. The larger team (mainly attackers) starts with the ball in one end section, and tries to score a goal in the other end section. The smaller team (mainly defenders) is only allowed in the middle section (Zone 2) of the pitch, and has to try to stop the opposition from scoring or keeping possession. The smaller team scores when they get the ball over the goal line in the larger team's starting section. Play is always re-started by the larger team.









**EXTENSION:** Increase numbers in both teams or number of zones to link 'invasion' movement up the pitch/court. Allow teams to create their own version of Space Invaders.

**EQUIPMENT:** Markers to separate areas and mark goals; range of balls from football, netball, basketball, handball, tag rugby, wheelchair rugby, lacrosse etc as appropriate.

**KEEP IT SAFE** Ensure playing zones of different groups are safely separated.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying?

<b>Key Stage 2</b>	Being attentive to verbal communication from others (active listening). 	Using own verbal communication effectively in game and group discussions. 	Trying out different ways to actively seek space to get free when attacking. 	Adapting movement and defending skills showing some moments of individual flair. 
<b>Key Stage 3</b>	Tuning in to verbal and non-verbal communication cues from others. 	Using variety of verbal and non-verbal communication to have significant impact on game. 	Exploring new options as individuals and as a team to invade space successfully. 	Limiting opponents' ability to make successful passes by anticipating, adapting and improvising play. 

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**



## Developing... Social ME

**COMMUNICATION SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Ask the pupils to explore different game plans for 'Space Invaders'.
- Encourage discussion and experimenting of different defending and attacking strategies in teams and the impact on success.
- Provide opportunities to self- and peer-review, to encourage motivation and celebration using a range of technologies.
- Enable the pupils to practise giving constructive feedback to others to support improvement. Allow time-outs in the activity for review.
- Discuss and agree an active listening policy e.g. don't interrupt when someone is talking, follow up with a comment or question.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF COMMUNICATION SKILLS**

- How well did you speak in that task? How did you know if it was effective?
- Why was active listening beneficial to you and others during this task?
- What might active listening look like in this task? What might you be doing or saying?
- How might you communicate effectively to your team mates when you are on the pitch?
- What suggestions/comments did you feel were useful to the team?
- What have you learned from your experience that will help in other situations (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you include all members of your team? (Empathy)
- Could you modify the game to provide further challenge? (Innovation and problem solving)
- How could you work more effectively as a team? (Collaboration and team working)



## Developing... Physical ME

**PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Challenge the pupils to practise passing/dribbling different types of balls with increased speed and accuracy.
- Encourage trial and error and 'risk-taking' approaches to explore new ways of moving to create space, passing, defending.
- Involve the pupils in setting up timed challenges/mini competitions to practise and improve skills (e.g. how many passes can they make in 30 secs, dribbling around cones or markers).
- Encourage the pupils to mark each other, to practise sticking close both in front and behind a player (e.g. mirroring and copying games).
- Ask the pupils to play more complex tag games, to run, dodge, weave and travel with a ball.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Flair, originality and improvisation**

- How can you anticipate your opponent's moves? How could you change the speed and direction of your movements to beat your opponent?
- How can you improve your individual attacking play? What could you do differently that might fool/outwit your opponents?
- What could make your team's performance more effective?

**ADDITIONAL LEARNING OPPORTUNITIES**

- What fundamental movement skills aid performance? (Fundamental movement skills)
- Who looks skilful in this game and why? (Technique and fluency)
- What tactics are working well and why? (Tactics, strategies)

# TOP Transition

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## Double Delight



Demonstrate innovative solutions

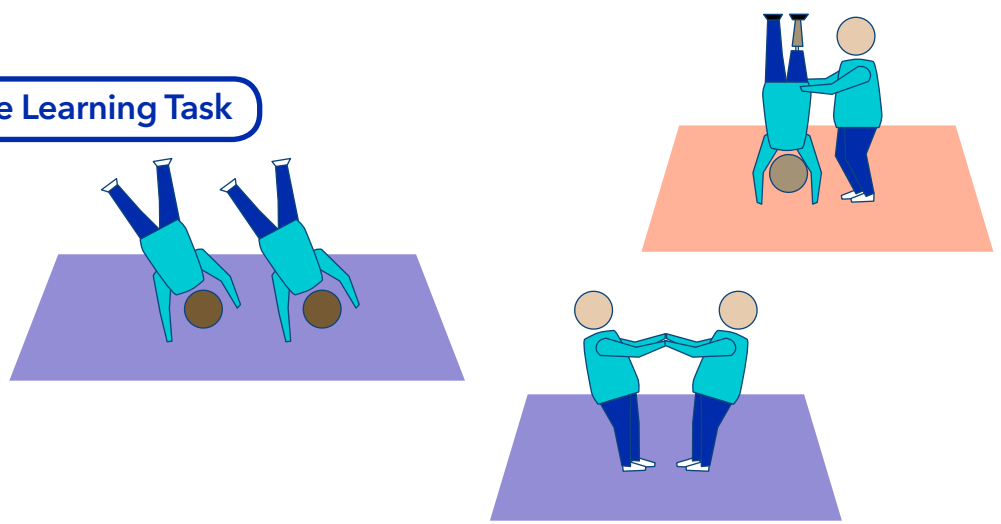


Demonstrate fundamental movement skills

### LEARNING PURPOSE

Developing innovation THROUGH gymnastics

### Core Learning Task



**AIM:** To work with and against a partner on the floor to create a high quality gymnastic sequence displaying a minimum of three balances.

In pairs, pupils should demonstrate individual and paired gymnastic skills with effective and efficient linking movements. The composition could include matching, mirroring, contrasting, counter-balance or counter-tension. They should aim to show different levels, changes in direction and changes in speed.

**EQUIPMENT:** Mats, low level apparatus (optional), music (optional), video camera.

**KEEP IT SAFE:** Ensure learners know the safest way to grip partners' hands without interlocking fingers; ensure mats are placed for support and safe recovery from balances.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying? ▶

Key Stage 2	Exploring a variety of balances and jumps, and a range of linking movements.	Suggesting and agreeing on new ideas to perform in the sequence.	Performing the skills sequence with control and accuracy.	Maintaining quality and tension when performing with a partner.
	Key Stage 3	Exploring new options to complete the task, taking calculated risks.	Questioning the ideas, adapting and trying to find more effective solutions.	Displaying a wide range of variety and precision in skills and linking movements.

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**

## Developing... Thinking ME

**INNOVATION SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Posing 'big questions' for the pupils to work out through the sequences, for example: How can you challenge yourselves further? How can you hold/move into and out of a balance that shows your creativity?
- Challenging the pupils to set a gymnastics task with criteria for another pair to create and perform. Peers evaluate the sequence for its innovative approach.
- Providing opportunities for pupils to suggest new challenges or tasks based on engaging all pupils in gymnastics. A pupil panel decides on the criteria they will use to judge performances.

**QUESTIONS TO GUIDE PUPILS' LEARNING IN INNOVATION SKILLS**

- How did you solve any challenges/overcome the problems?
- What did you do (need to do) to come up with solutions/ideas?
- How did you respond to each other's attempts/ideas? How did that affect what you tried or suggested?
- What sort of responses would help you and others to be more innovative?
- What will help you to be more innovative next time? What will you do differently? How might you approach this with your partner?
- What makes you innovative and why is that important (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you understand your partner's needs in composing the sequence? (Empathy)
- How well did you communicate with your partner? What did you do to be successful? (Communication: active listening and speaking)
- How motivated were you to complete the task? What helps you to stay motivated? (Self-motivation)

## Developing... Physical ME

**PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Challenging the pupils to practise transference of body weight into or out of balances.
- Encouraging the pupils to observe others performing sequences. How was each action performed? Can you provide a running commentary on the sequence? How many body parts were used in balances?
- Sharing the challenge: one pupil from the pair teaches the sequence to a new partner.
- Making the task interesting/exciting for an audience to watch - what brings the 'wow factor'/highlight to the sequence?

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Fundamental movement skills**

- Which balances did you find easy and which did you find hard?
- How did you choose which movements to include in your sequence? Would you make the same choices again?
- How can you physically support your partner to perform a balance in the sequence? What are the essential safety points?
- What fundamental movement skills are needed for the performance?
- How can you develop fundamental movement skills further?

**ADDITIONAL LEARNING OPPORTUNITIES**

- Which pairs look the most in control and fluent and why? (Technique, fluency)
- Why is body tension in partner work so important? (Technique, fluency)
- Which body parts need to be supple and strong? (Physical health and fitness)



# TOP Transition

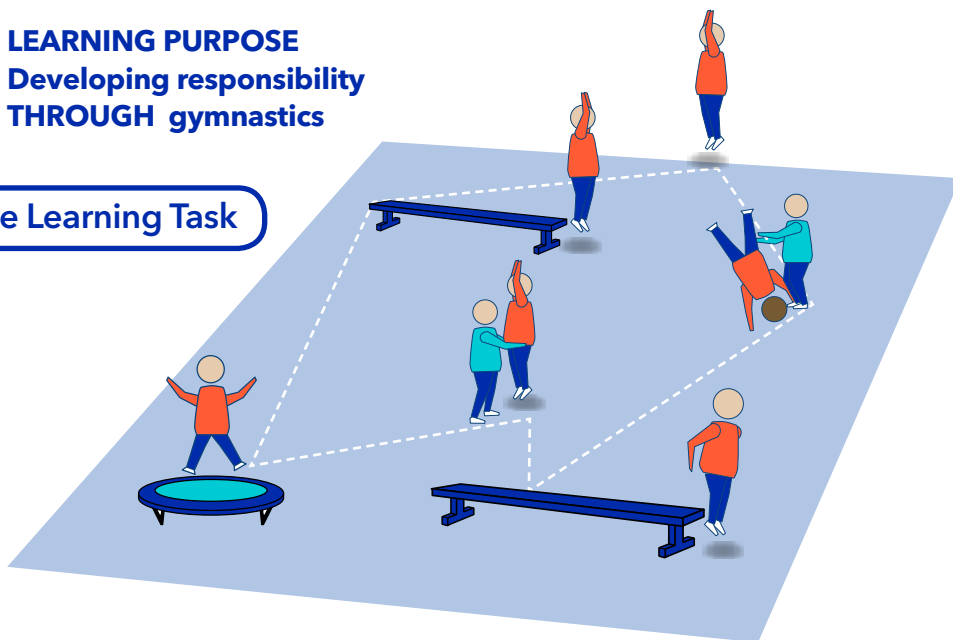
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## Fearless Flight

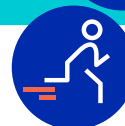
### LEARNING PURPOSE

Developing responsibility  
THROUGH gymnastics

### Core Learning Task



Demonstrate responsibility



Demonstrate technique and fluency of movement

**AIM:** For pupils to perform a paired sequence demonstrating a range of flight actions which incorporates low apparatus.

Pupils to select apparatus based on the composition of their 10 component sequence which must include two types of individual flight and three types of assisted flight, plus five other gymnastic actions. The sequence must show taking body weight on hands, extension, control and effective take offs and landings. Pupils should aim to link their actions fluently using travelling, balancing, and rolling movements. Source different images as a stimulus of people in 'flight'.

**STEP adaptation:** The task may need to be made easier by completing a simple travel and jump series of movements first so all learners achieve; gradually build to the 10 sequence challenge with a partner.

**EQUIPMENT:** A variety of low apparatus (e.g. mats, benches, box tops, movement tables, ropes, music (optional)). Video clips of people/gymnasts in flight.

**KEEP IT SAFE** Pupils are aware of how to land safely and recover if balance is lost. They know and have practised how to be a stable base for their partner (assisted flight).

To make the task easier or harder, consider changing one or more STEP:

Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage 2	Designing a sequence of selected manageable flight actions.	Demonstrating how to support a partner safely in assisted flight.	Demonstrating three different flight actions.	Displaying a range of effective linking movements including weight on hands.
Key Stage 3	Reflecting on the sequence and changing actions according to ability and safety.	Selecting the appropriate apparatus to perform assisted flight movements.	Effectively linking the three stages of flight showing good control and tension.	Showing fluency, dynamic balance (in flight) and control throughout the sequence.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?



## Developing... Healthy ME

**RESPONSIBILITY SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Involving the pupils in identifying the safety issues.
- Enabling the pupils to learn and practise flight in a safe environment.
- Asking pupils to set their own success criteria for the gymnastics task.
- Providing opportunities for pupils to self- and peer-review, using a range of technologies.
- Involving the learners in creating a reward system that recognises their different contributions during lessons.
- Identifying strong and poor examples of assisted flight to ensure pupils understand their responsibilities.

**QUESTIONS TO GUIDE PUPILS' DEVELOPMENT OF RESPONSIBILITY**

- How did you conduct yourself and show responsibility during the task? What were the good points?
- How did you help others, or they help you, to behave responsibly?
- If you were in a similar task, what would you do or say differently to get a different outcome in your sequence?
- How can I tell if you are responsible and why is that important (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you recover and learn from any setbacks with the sequence composition? (Resilience)? What did you do?
- Was the sequence appealing to watch? Why? What improvements could be made to make it appealing/engaging? What would give it a 'wow' factor? (Innovation)
- How could you work more effectively as a pair? (Collaboration and team working)



## Developing... Physical ME

**PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Asking for volunteers to demonstrate a skill or explain an activity to other pupils.
- Enabling the pupils to explore flight from the hands (Arab springs, hand springs) off springboards and other apparatus (showing them how to land safely).
- Enabling pupils to perform vaults using a partner and a range of low level apparatus.
- Asking the pupils to devise a warm-up and cool-down routine with their partner that is specific to the sequence they are performing.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Technique and fluency of movement**

- How can you gain control at take-off?
- How do you perform a safe landing?
- Explain the roles of each person in an assisted flight movement. How should we support our partner in an assisted flight action?
- What does tension feel like?
- What was the quality of the flight actions performed? How can we improve?
- What made the sequence flow?

**ADDITIONAL LEARNING OPPORTUNITIES**

- Who looks the most in control in flight in the group and why? (Fundamental movement skills)
- What are the strengths in the paired sequence? What elements/actions need improving? (Compositional ideas)
- What types of physical fitness are most important for this sequence work? (Physical health and fitness)

# TOP Transition

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## Bollywood-Style



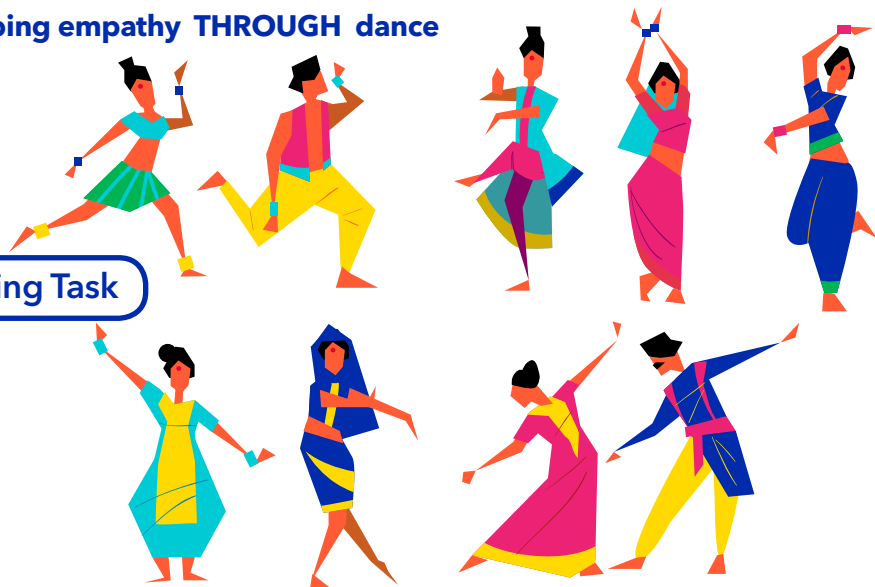
Demonstrate empathy towards others



Demonstrate technique and fluency of movement

### LEARNING PURPOSE

Developing empathy THROUGH dance



Core Learning Task

**AIM:** For pupils to learn about a new dance style based on Indian culture.

Pupils watch a clip from a Bollywood film and practise copying moves including transferring weight using a bouncing action, along with Indian style head, face and eye gestures. The pupils should progress to creating their own Bollywood steps. In groups of two, four or six, pupils select a minimum of four moves to compose a repeatable sequence to perform.








**EXTENSION:** Groups are joined together to teach each other the four movement sequences and create a longer dance, which can then be further adapted.

**RESOURCES:** Bollywood films, Indian culture and stories. Word bank to express Bollywood style e.g. sweep, bounce, flick, kick, hand gestures, hips sway. Music: Captain Bhangra Da. Partners in Rhyme on Rough Guide to Bhangra Dance; Punjabi wedding song from the film Bride and Prejudice soundtrack album.

**Warning:** When searching for Bollywood films/clips, some sites are not appropriate for young people.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying?

Key Stage <b>2</b>	Recognising and embracing the differences between dance cultures. 	Actively listening to other pupils' ideas and suggestions when composing a dance. 	Accurately replicating Bollywood-style movements. 	Selecting linking movements which could be used when performing a Bollywood dance. 
	Key Stage <b>3</b>	Accepting and valuing the Bollywood culture in expressing Indian history and expression of thoughts. 	Putting other people's needs, contributions and ideas before their own (when appropriate). 	Performing Bollywood-style movements with consistency and control. 

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**

## Developing... Social ME

**EMPATHY SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Celebrating, rewarding and recognising good empathetic behaviours that have been demonstrated by pupils.
- Asking pupils to discuss and listen to the views of other cultures in order to understand and develop a non-judgemental attitude.
- Encouraging reciprocal learning. Asking more able and more confident pupils to support less able or less confident peers in their group where appropriate.
- Creating learning buddies/partners, concentrating on developing empathy to support others.

**QUESTIONS TO GUIDE PUPILS' DEVELOPMENT OF EMPATHY**

- How did you know what other people in your dance group thought or felt when performing this activity? What did you have to do to find out?
- Why was it important to be aware of another culture, other people's customs and expressions of thought?
- When people act, think or feel differently from you, what can you do to show that you understand their position and/or support them?
- How can you support others if they are finding some actions or movements difficult?
- Why is having empathy for others important (in and beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- Could you modify the dance sequence to provide further challenge or enjoyment? (Innovation and problem solving)
- How could you work more effectively as a group? (Collaboration and team working)
- How effectively did you listen to others and learn from their body language? Did you make eye contact in the dance, and was this effective? (Communication - active listening)

## Developing... Physical ME

**PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Asking the pupils to write key words and ideas to describe the dance style under the headings of: size of steps, speeds, parts of body used, music.
- Encouraging the pupils to create a picture board of Indian dancers and dance movements. Asking them to select three of the still shapes shown and to start adding movement with one part of their body.
- Challenging pupils to develop their dance by exploring timing, space and direction.
- Involve the pupils in teaching others their dance. Encouraging them to use different strategies (e.g. breaking it down into sections, counting beats).

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Technique and Fluency of Movement**

- How accurately did you copy the movements of the Bollywood style? How can you improve your own movements?
- How did you use different gestures and body parts?
- What were the most appropriate gestures to include in your dance? Why?
- Describe the linking movements you used in the dance. How do you know if they were effective?

**ADDITIONAL LEARNING OPPORTUNITIES**

- What were the essential movements to practise and refine in your dance? (Fundamental movement skills)
- What was particularly interesting in your dance? What could be improved? (Flair, originality, improvisation)
- How could you adapt the dance further and add your own style to the individual movements? (Compositional ideas)



Demonstrate collaboration and team working



Demonstrate flair, originality and improvisation

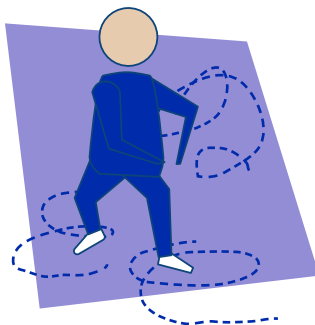
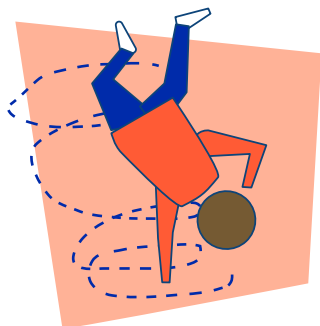
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## Streetwise

### LEARNING PURPOSE

Developing collaboration THROUGH dance

#### Core Learning Task



**AIM:** The aim is for pupils to explore, create and perform high energy physical activity through basic moves such as locking, popping and breaking.

Pupils develop and structure solo, duo and group street dance motifs which they bring together to create a final group performance. Movement words include pop, lock, hold, rock, punch, clasp, percussive slap, isolation, groove, jab snake, stomp. After mastering the basic moves on the spot, pupils in pairs create motifs and phrases. Each duo shares their ideas with another pair. The group of four finally collaborate to focus on clarity of movement, originality, expression, and spatial/group awareness.

**RESOURCES:** YouTube clips of the dance group Diversity, street dance, Street Dance word bank, suitable music e.g. 'Boom Boom Pow' by Black Eyed Peas.

To make the task easier or harder, consider changing one or more STEP:

Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

<b>Key Stage 2</b>	Working in a duo/small group on shared ideas towards a common goal.	Recognising their own and others' strengths and valuing their differences.	Linking core basic moves with their own ideas.	Performing with flair, style, control and expressive qualities.
<b>Key Stage 3</b>	Actively listening, offering feedback and adopting others' suggestions.	Involving all pupils in the task and reviewing how they are working together.	Exploring, improvising and combining their own and their group's movements.	Selecting appropriate movements to represent the artistic intention and rhythm.

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?



## Developing... Social ME

### COLLABORATION SKILLS - Taught Learning

#### How can I provide a stimulating learning environment?

- Using different grouping strategies e.g. friendship groups, random groups, boys/girls only groups, mixed ability groups. Random strategies could be numbering, heights, birthday dates (day/month).
- Enabling the pupils to take on specific roles during the activity to develop personal leadership skills within a group e.g. inclusive leader, lead choreographer, music leader, quality assurance leader.
- Providing group- and self-reflection time during and following the performances to assess the effectiveness of their collaboration.
- Asking the groups to teach their dances to others, e.g. younger pupils.

### QUESTIONS TO GUIDE PUPILS' LEARNING OF COLLABORATION SKILLS

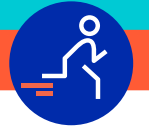
#### Collaboration and team working skills

- How well did you collaborate? What examples show good collaboration?
- What were the benefits to you, the rest of the group and the final performance?
- When was collaboration less good? Why was this?
- What will you do next time to make sure there is good collaboration?
- Why is it important to collaborate (in and beyond PE)?

## Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?

### ADDITIONAL LEARNING OPPORTUNITIES

- How well did you include all members of your group? (Empathy)
- Could you modify the task to provide further challenge or enjoyment? (Innovation and problem solving)
- What did you do to encourage others to keep working on their routine to make it better? (Motivating and influencing others)
- How well did you give feedback to others to help improve the dance? (Responsibility)



## Developing... Physical ME

### PHYSICAL SKILLS - Taught Learning

#### How can I provide a stimulating learning environment?

- Showing the pupils an ideas board with images reflecting the different moods and emotions of street dance.
- Challenging the pupils to explore and improvise movement ideas to reflect these emotions.
- Working individually or in pairs, asking the pupils to create their own eight-count phrase for different sections of the dance.
- Involving the pupils in designing a sheet to help evaluate what works best about their phrases and what needs improvement. Including questions about expression, style, choice of movements and use of space, time, and motifs.

### QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS

#### Flair, originality and improvisation

- How did you decide which movements to select?
- Can you describe the way you use space, energy and rhythm in your dance that makes it interesting and original?
- What emotions are you expressing through your dance? Which gestures and actions particularly demonstrate this and make it more original?
- What did you notice in other dances that caught your attention and interest? What were the 'wow' moments?

### ADDITIONAL LEARNING OPPORTUNITIES

- What particular dance steps did you use and how did you improve the control you needed? (Fundamental movement skills)
- What did you need to work on to make each move more fluent? (Technique and fluency)
- Can you identify key motifs? (Compositional ideas)
- What aspects of fitness are important in this style of dance? (Physical health and fitness)

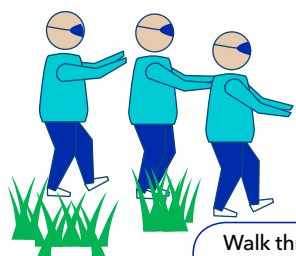


## 11 Sheep Pen and Minefield

### LEARNING PURPOSE

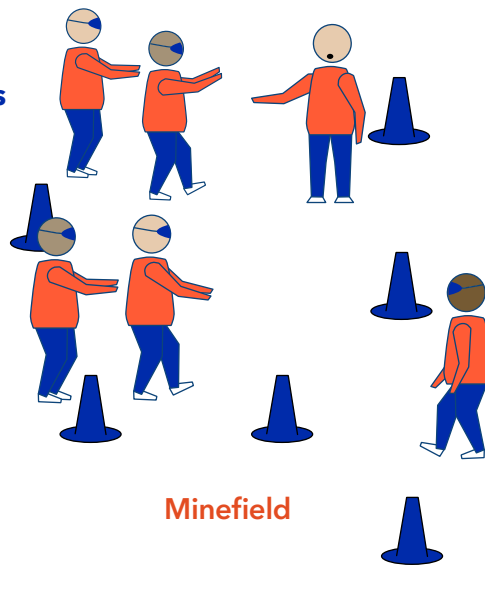
Developing effective communication  
THROUGH outdoor adventurous activities

### Core Learning Task



Sheep Pen

Walk through the long grass, then turn slightly right.



Minefield

**AIM: 'Sheep Pen':** The aim is for the shepherd to guide his blind sheep into an enclosed area, without making any contact with them. In teams of six to eight pupils, nominate one pupil to be the shepherd. The activity can take place inside or outside with a coned-off destination zone.

**AIM: 'Minefield':** The aim is to safely navigate a team of six pupils around a minefield at the same time without anyone touching a mine (cones). All but one team member has no sight and the only one who can see is not allowed to guide/touch the other teammates. The activity can be competitive with other teams participating at the same time. If anyone touches a mine the whole team starts again. This task can also be a paired task with one person as the stationary sighted guide and the other with a blindfold.

**EQUIPMENT:** Cones, blindfolds, benches.

**KEEP IT SAFE** Risk assess the activity area, checking the floor surface and obstacles.

To make the task easier or harder, consider changing one or more STEP:









Space

Task

Equipment

People

HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage 2	Presenting ideas with confidence and clarity. 	Making affirmative gestures, sounds and signals when listening to others. 	Choosing efficient approaches to the challenges. 	Agreeing on a 'game plan' and sticking to it. 
Key Stage 3	Adapting communication styles to suit the context of the challenge. 	Summarising or demonstrating to show understanding. 	Building on ideas and roles to ensure success in the activities. 	Adapting and adjusting strategy when the situation changes; taking control when needed. 

Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?

## Developing... Social ME

**FACILITATION of EFFECTIVE COMMUNICATION SKILLS**

How can I provide a stimulating learning environment?

- Suggesting an active listening policy with the pupils e.g. don't interrupt when someone is talking, follow up with a comment or question to show understanding.
- Asking the pupils to analyse verbally their own or teams' performances, giving feedback and suggesting improvements.
- Creating activities to practise active listening e.g. Pass it on: In small groups, stand in a line. One pupil teaches an action to the next, who teaches the next pupil by repeating the instructions. Repeat until the last pupil shows the action. How much has been retained/understood?

**QUESTIONS TO GUIDE PUPILS' LEARNING OF COMMUNICATION SKILLS**

Communication Skills - Speaking and Listening

- How well did you speak in that task? Was it beneficial to your team and the task?
- How well did the team actively listen in the activities? What difference did this make to the success of the team?
- What could improve next time for speaking and active listening in these tasks?
- Why is speaking clearly and actively listening important (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?**

**ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you include all members of your group? (Empathy)
- Could you modify the task to provide further challenge? (Innovation and problem solving)
- How could you work more effectively as a team? (Collaboration and team working)

## Developing... Physical ME

**FACILITATION of PHYSICAL SKILLS**

How can I provide a stimulating learning environment?

- Asking the groups to devise their own challenges to deliver to other groups and to identify the skills to be learned.
- Challenging the pupils to devise ways to make the activities easier or harder.
- Providing opportunities for pupils to take part in leadership and leaderless challenges. Reviewing the differences and discussing what makes a good leader.
- Showing the pupils pictures of different teams (rowing, sailing, bowls, school council) and discuss what makes an effective team.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS**

Tactics and strategies

- How well did the team work together? How successful were the tactics/strategies used?
- How successful were the guides in helping the teams to reach their target? What were their strengths?
- Describe an example of how your team improved during the activity.
- What changes could be made to the tactics/strategies used?

**ADDITIONAL LEARNING OPPORTUNITIES**

- How well do you show control and coordination in your physical skills? (Fundamental movement skills)
- How agile and quick to react were you when under pressure in a challenge? (Technique, fluency)
- How could you practise or prepare for these challenges? (Physical health and fitness)





Demonstrate integrity



Demonstrate physical health and fitness

12

# Star Treasure Hunt

## LEARNING PURPOSE

Developing integrity THROUGH outdoor adventurous activities

### Core Learning Task



**AIM:** For pupils to work in teams to complete an orienteering course of 6 to 12 control points around the playing fields or school grounds. Attached to every station is a solitary letter which the pupils need to record. At the end of the course, teams have to unscramble the letters to form a word. The quickest team to decipher the coded word wins.

**EXTENSION:** Introduce physical tasks or individual puzzles at each station. Teams have to return to the main starting point after collecting each letter.

**EQUIPMENT:** Master map with control points marked, control points, individual letters on card, map and pencil per group.

**KEEP IT SAFE** Ensure all control points are accessible by the groups.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

**HOW ARE YOUR LEARNERS PROGRESSING?** What to look out for... What are your learners doing/saying?

<b>Key Stage 2</b>	Individually following the rules of the challenge.	Respecting the rules and owning up to misdemeanours even if no-one else has spotted them.	Demonstrating some stamina (endurance) when running.	Showing quick movement between checkpoints and tasks.
<b>Key Stage 3</b>	Setting high standards individually and as a team.	Improving competition for all children by challenging the rules constructively and appropriately.	Demonstrating good stamina (endurance) and awareness of pace when running.	Balancing the demands of speed with accuracy in fulfilling the task.

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**

## Developing... Healthy ME

**INTEGRITY - Taught Learning****How can I provide a stimulating learning environment?**

- Creating a culture in which pupils own up to their mistakes or errors and uphold the rules.
- Focusing on the 'spirit of the game' instead of 'winning at all costs'.
- Asking the pupils to lead the plenary, where each team openly reflects on their own strengths and areas for improvement.
- Enabling the pupils to lead the challenges. To self- and peer-reflect as a leader and to consider how to maintain integrity when challenging others or when responding to challenges.

**QUESTIONS TO GUIDE PUPILS' DEVELOPMENT OF INTEGRITY**

- What do we mean by fairness? How was it demonstrated in this activity?
- How did you show honesty in this activity? What effect did that have on you and on the others? Why does it matter?
- How do you challenge others when you believe something is unfair or dishonest? What can you do/say to make sure it is constructive and appropriate i.e. right time, place and way to challenge?
- How do you respond when you are challenged? What effect does this have on you and on others? What might you change/reinforce?
- What shows you have integrity and why is it important (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How could you have worked more effectively as a team? (Collaboration)
- How effective were your problem solving skills? (Evaluation and innovation)

## Developing... Physical ME

**FACILITATION of PHYSICAL SKILLS - Taught Learning****How can I provide a stimulating learning environment?**

- Providing a range of running and walking challenges to help the pupils understand how to adapt their performance to the demands of the task (e.g. running for three minutes, one minute, 100 metres, 10 metres).
- Giving the pupils time to plan their route according to personal fitness goals.
- Giving the pupils opportunities to record times/distances on a score sheet, aiming to set individual targets and encourage achieving personal bests.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS****Physical health and fitness**

- Why do sprinting and sustained running put different demands on the body?
- What muscles do you need to stretch before running and why?
- How and why does your heart rate change during exercise?
- What do you have to be particularly aware of when moving around an unfamiliar environment?

**ADDITIONAL LEARNING OPPORTUNITIES**

- What strategies did you employ to maximise team success? (Tactics, strategies)
- If you could do the task again, what would you change to improve the outcome? (Originality, improvisation)



## 13 Swimming for Survival

### LEARNING PURPOSE

**Developing appropriate personal behaviour THROUGH swimming and water safety**

#### Core Learning Task



**AIM:** The aim of 'Swimming for Survival' is for pupils to complete a set of personal challenges using their knowledge of survival in water.

Pupils should:

- 1: Enter the pool safely.
- 2: Swim confidently for a given length of time (e.g. one minute).
- 3: Use an efficient method to conserve energy and keep as still as possible e.g. floating, sculling or treading water for a length of time (e.g. 30 seconds).
- 4: Exit the pool safely.

**EXTENSION:** Increase the time challenge, and distances. Add shorts and t-shirts to wear over their swimming costumes.

**EQUIPMENT:** Where necessary, buoyancy objects that pupils can use to help themselves float.

**KEEP IT SAFE** Ensure you are aware of the pupils' prior competence and confidence in the water.

To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

### HOW ARE YOUR LEARNERS PROGRESSING? What to look out for... What are your learners doing/saying?

Key Stage <b>2</b>	Recognise the potential hazards of being in water and how to prepare for these.	Identify and appreciate strengths and areas for development in their own swimming and water safety skills.	Can swim fluently across the pool using a range of different strokes.	Be controlled in entering and exiting the water and staying still in the water, conserving energy.
	Key Stage <b>3</b>	Respond appropriately to the needs of others who are less confident in water.	Demonstrate how to face unfamiliar challenges on own and as part of a group.	Adapt choice of strokes to swim at a range of speeds; from a fast pace to a slow, steady and sustained swim.

Are your learners' skills... **EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?**

## Developing... Social ME

**MODIFYING PERSONAL BEHAVIOUR SKILLS** – Taught Learning

## How can I provide a stimulating learning environment?

- Create a 'man overboard' scenario. In a group, ask the pupils to discuss and reflect on personal survival skills and behaviours until help arrives.
- Encourage a group discussion about how to keep each other safe in water.
- Provide opportunities to self- and peer-review during swimming activities. Enable the pupils to practise giving constructive feedback to others to support improvement and motivation.
- Discuss the range of anxieties and emotions as a novice/less confident swimmer, or swimming in unfamiliar/more challenging environments.

**QUESTIONS TO GUIDE PUPILS' LEARNING**

- Describe how you completed the personal survival challenges.
- What did you learn about yourself in these activities?
- How can you respond to the needs of others who are less confident in water than yourself?
- How might you adapt your behaviour within a survival challenge?
- What have you learned from your experience that will help in other situations (in or beyond PE)?

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?****ADDITIONAL LEARNING OPPORTUNITIES**

- How well did you cope when tired and under pressure in the water? (Resilience and self-motivation)?
- What coping strategies have you learnt and can take forward? (Self-management, responsibility and collaboration)?

## Developing... Physical ME

**PHYSICAL SKILLS** – Taught Learning

## How can I provide a stimulating learning environment?

- Ask members of the group to create water turbulence with floats in the shallow end. Other pupils to swim through the rough water and then try to keep as still as possible.
- Ask the pupils to try to keep swimming for a set length of time (e.g. 5, 8, 12 minutes). Encourage them to experiment with different strokes to see which conserve the most energy.
- Use strokes that keep the head out of water and know why this is important.
- Explore the fitness benefits of swimming in developing strength and stamina and why this is important.
- Challenge the pupils to find ways of recording how swimming helps improve fitness.

**QUESTIONS TO GUIDE PUPILS' LEARNING OF PHYSICAL SKILLS**

## Physical health and fitness

- How does (sustained) swimming affect your body?
- How did you manage to conserve energy?
- What technique did you use to stay still in the water?
- How can you keep warm when treading water, floating or sculling?
- What strokes enable you to conserve the most energy?

**ADDITIONAL LEARNING OPPORTUNITIES**

- Which fundamental movement skills aid performance in swimming?
- How could you improve fundamental movement skills out of the water?
- What could you do to improve your own fitness for swimming?



### LEARNING PURPOSE

Application of individual and collaborative skills through a multi-ability festival

#### 1. Ultimate Catching

In groups of four with two balls. Three players take it in turns to throw to one catcher. Immediately the ball is released by the catcher, and the next ball is thrown by a player.

#### 2. Accurate Kicking

In groups of four with two either side of a target/gate. Try to make as many kicking passes through the target as possible. After each pass, follow the ball.

#### 3. Keep Dribbling

In pairs, take it in turns using a hockey stick and a ball, basketball or football. Set out a slalom course with the markers set at irregular intervals. The course should make players go wide and create some sharp turns.

#### 4. Rally PB

Set up mini court area with a bench or markers dividing the space. Players rally and make as many shots as possible. Use any kind of racket (or use hands), ball, shuttlecocks etc.

#### 8. Pass and Move Out

Players stand in two pairs (1&3, 2&4), about 5m apart at two diagonal corners of a square. Player 1 passes the ball across the diagonal to player 2 and immediately moves out to the free corner on their right to receive a return pass, and return ball to player 2. Repeat by player 2 passing to player 3.

#### 7. Baton Relay

A team of four players take it in turn to sprint a 10m distance. Each runner passes the baton on to the person waiting who sprints back over the same distance. Repeat within the time allocated.

#### 6. Caterpillar Cues














In lines of four players, each with a racket, bat, or using arms. The ball is carefully passed from player to player; when it reaches the end person, they run around with the ball to the front to begin again.

#### 5. Throws that count

On the floor set up a pyramid of hoop-targets: 1 (furthest), 3 (midway), 5 (closest). Throwing in pairs send balls, quoits, beanbags and shuttles into the hoops.

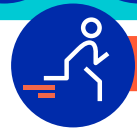
To make the task easier or harder, consider changing one or more **STEP:**      **Space**      **Task**      **Equipment**      **People**

Are your learners' skills... **EMERGING?** **DEVELOPING?** **ESTABLISHED?** **MOVING TO MASTERY?**

Activity	Target	What to look out for		
		Physical ME	Thinking ME + Social ME + Healthy ME	
<b>1 Ultimate Catching</b>	How many successful catches can be made in 60 secs?	<ul style="list-style-type: none"> <li>Catcher adapts to speed, direction of the throws</li> <li>Feet move in line, aiming to get body behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-motivation</li> </ul>	
<b>2 Accurate Kicking</b>	How many successful passes can be made in 60 secs?	<ul style="list-style-type: none"> <li>Step forward, placing non-kicking foot next to the ball</li> <li>Follow through in direction of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Evaluation, goal setting and improvement skills</li> </ul>	 
<b>3 Keep Dribbling</b>	How many successful runs can be made in 60 secs?	<ul style="list-style-type: none"> <li>Head up, looking for space, manipulating and controlling ball (and stick)</li> <li>Moving at speed with close contact to ball</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Application across range of activity</li> </ul>	 
<b>4 Rally PB</b>	How many combined shots can be made within 60 secs, or until ball bounces twice or goes out of court?	<ul style="list-style-type: none"> <li>Accurate judgement of the bounce of the ball</li> <li>Controlling racket face to hit the ball efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Evaluation and improvement skills</li> </ul>	
<b>5 Throws that count</b>	How many targets can be hit in a set number of throws or within 60 secs? 10pts (furthest hoop), 5pts, 1pt (closest hoops).	<ul style="list-style-type: none"> <li>Assess the distance of the throw</li> <li>Accurate speed and swing of arm</li> <li>Aim with no throwing arm and follow through to target</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Integrity</li> </ul>	 
<b>6 Caterpillar Cues</b>	How long does it take the team to travel a set distance or how many times can the ball be passed in a set time?	<ul style="list-style-type: none"> <li>Effective planning to complete the task</li> <li>Supportive actions throughout the task</li> </ul>	<ul style="list-style-type: none"> <li>Innovation and problem solving</li> <li>Communication</li> </ul>	 
<b>7 Baton Relay</b>	How far can the team make the baton travel within 60 secs accumulating n.x 10m for each completed shuttle?	<ul style="list-style-type: none"> <li>Acceleration over short distance, forward lean</li> <li>Pumping arm action to drive fast feet, head/shoulders steady</li> <li>High knee lift, drive and leg extension</li> </ul>	<ul style="list-style-type: none"> <li>Motivating and influencing others</li> <li>Modify personal behaviour (social responsibility)</li> </ul>	
<b>8 Pass and Move Out</b>	How many passes can be made in 60 secs? Or how many passes can be made without dropping the ball?	<ul style="list-style-type: none"> <li>Show a target with hands at the correct time</li> <li>Combine the skills of passing, followed by movement into space</li> <li>Watch the flight of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Empathy</li> </ul>	 



Demonstrate individual decision-making skills



Demonstrate fundamental movement skills

## Challenge Me Circuit

### LEARNING PURPOSE










Assess physical competence in a range of decision-making tasks

<p><b>1</b> <b>Balance and Lift</b></p> <p>Walk along the length of a narrow bench/beam. In the middle, stop and lift alternate knee, touching knee to elbow.</p> <p>5 times</p>	<p><b>2</b> <b>Back to Front</b></p> <p>In the back support position, place a bean bag on chest, and remove it with the other hand.</p> <p>5 times</p>	<p><b>3</b> <b>Long Throw</b></p> <p>Throw a tennis ball to clear the height of a badminton or volleyball net from a distance of 9 metres.</p> <p>3 times</p>	<p><b>4</b> <b>Dribble Slalom</b></p> <p>Using dominant hand, dribble a ball around a slalom course of four cones, coloured spots and return on a straight pathway.</p> <p>3 times</p>	<p><b>5</b> <b>Co-ordinated Catch</b></p> <p>Standing three metres from a wall. Throw a tennis ball and catch it with the same hand after the ball has bounced once.</p> <p>5 times</p>	<p><b>6</b> <b>Compass Jump</b></p> <p>Start on a central mark, two feet to two feet jumps; forward, backward, side to side.</p> <p>3 times</p>	<p><b>7</b> <b>Figure of 8</b></p> <p>Standing with legs apart, keep a ball moving around one leg, then around the other leg in a figure of 8 pattern.</p> <p>4 times per leg</p>	<p><b>8</b> <b>Go Fast 10</b></p> <p>Start by lying face down with head towards the start line. Sprint over a 10 metre line.</p> <p>Once</p>
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### STRETCH TARGETS

<p>Repeat the above but in the middle of the bench/beam, turn 360, then continue to the end.</p>	<p>Repeat the above but in a front support position with bean bag on back.</p>	<p>Repeat the above but with a short run-up to the nine metre line. Try non-dominant arm.</p>	<p>Repeat using the other hand to dribble the ball and/or show alternating hand control.</p>	<p>The same distance from the wall, throw the ball with one hand and catch it with the other, no bounces. (Option to use a rebound net.)</p>	<p>Repeat but start on one foot and leap to other foot forwards, backwards, side to side. Increase the distance to leap.</p>	<p>Repeat but after two full figure 8s complete two full circles around the waist. Keep the ball moving from hand to hand.</p>	<p>Repeat but add a return sprint back to the starting line.</p>
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Are your learners' skills... EMERGING? DEVELOPING? ESTABLISHED? MOVING TO MASTERY?

Individual Tasks (managed and supported by a partner)	What to look out for in the Challenge me circuit		
	Physical ME	Thinking ME + Healthy ME + Social ME	
<b>1 Balance and Lift</b>	<ul style="list-style-type: none"> <li>Eyes focused forward, strong core muscles/body tension</li> <li>Arms used to counter-balance</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-management</li> </ul>	
<b>2 Back and Front</b>	<ul style="list-style-type: none"> <li>Strong core muscles creating effective body tension</li> <li>Hands/arms in line with shoulders</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation, goal setting and improvement skills</li> <li>Resilience</li> </ul>	
<b>3 Long Throw</b>	<ul style="list-style-type: none"> <li>Sideways body position to target, opposite foot forward to throwing arm</li> <li>Reaching back behind head with throwing arm and swing forward</li> <li>Elbow at least level to shoulder; shoulder/hip rotation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Evaluation and improvement skills</li> </ul>	
<b>4 Dribble Slalom</b>	<ul style="list-style-type: none"> <li>Pushing the ball with fingertips, not palms</li> <li>Feet and ball move around the cones</li> <li>Controlled directional dribbling, head up</li> </ul>	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Integrity</li> </ul>	
<b>5 Co-ordinated Catch</b>	<ul style="list-style-type: none"> <li>Watch the ball at all times</li> <li>Move in line with the ball</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Application across a range of activities</li> </ul>	
<b>6 Compass Jump</b>	<ul style="list-style-type: none"> <li>Swing arms to help height and balance</li> <li>Bend knees on take off and landing</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Responsibility</li> </ul>	
<b>7 Figure of 8</b>	<ul style="list-style-type: none"> <li>Keep the ball away from body and a continuous movement</li> <li>Speed of hands</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Resilience</li> </ul>	
<b>8 Go Fast 10</b>	<ul style="list-style-type: none"> <li>Acceleration over short distance, forward lean</li> <li>Pumping arm action to drive fast feet, head/shoulders steady</li> <li>High knee lift, drive and leg extension</li> </ul>	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Self-management</li> </ul>	
<b>Partner supports in the role of a personal trainer</b>	<ul style="list-style-type: none"> <li>Partner is familiar with each 'station task' on the circuit</li> <li>Challenger chooses the route</li> </ul>	<ul style="list-style-type: none"> <li>Communication - speaking</li> <li>Motivating and influencing</li> <li>Empathy</li> </ul>	

**Make PE and sport RELEVANT to wider lives: When else will they need these skills? How are these skills transferable?**