
















PE Assessment Milestone 2 B.A.D












Focus	POP Activity
Target	Throw golf
	Corner bowls
	Bombardment
Tag	Shark tag
Striking and Fielding	Quick pick up
	Safe or sorry
	Round the square
Net and Wall	Pick up the trash
	Keep it going
	3v3 volleyball
Invasion	End zone
	Too many goals
	Go to jail
Gymnastics	Partner sequence
	Vault
	Apparatus
Dance	Based on a picture
	Mystery dance
	Traditional folk dance
Swimming	Floatsam and jetsam
	Pirate treasure
	Using different techniques
Athletics	Take five jumps
	Throwing
	9.58 seconds
OAA	Counting cones
	Team building
	Night trail






TARGET	POP tasks: Target: Throw golf Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Aim consistently towards a target. Hit a large target three times.	Hit a target three times in a row. Hit targets at two different distances.	Aim at a target. Every time you hit it, take one step back. Aim for three steps back in five throws. Hit a target set at three different distances consistently.
	 Tactics and strategy	Vary the force depending on the position of the target. Why does the ball go further when your arm goes back further?	Is it better to aim as close to the target as possible on your first throw, or just to get nearer to the target? Explain your answer. How do you swing your arm when you want less force?	What factors do you need to take into account when deciding whether to take a high-risk shot? How did your throwing technique change when you threw at different targets?
	 Personal and social	Be quiet when someone else is taking a shot.	Explain why it is important to be quiet when someone else is taking a shot.	What does etiquette mean in relation to golf?
	 Leadership	Set up a target for a partner to aim into.	Set up a target with an obstacle to make it more difficult for a partner.	Design a par 5 target for an opponent. Describe how you have made the target difficult to hit. Test out your hypothesis and make adjustments to the target.
	 Healthy lifestyle	Do you enjoy playing outside? Give reasons for your choice.	How often do you play outside? What are the reasons for this?	Doctors say that playing outside is good for you. Why do you think that is?






TARGET	POP tasks: Target: Corner bowls Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate changes in technique depending on your distance away from the target.</p> <p>With a partner, roll out a target ball. Have two rolls each. Who can get nearer to the target ball?</p>	<p>Hit a small target 2 metres away consistently.</p> <p>Place three target balls 3, 4 and 6 metres away. Each player has six balls. Throw two balls at each target ball.</p>	<p>Knock down three pins, placed 3 metres away, with five balls.</p> <p>Set up a marker as an intermediate target to aim for, to help you hit a target. Explain the impact this has on accuracy.</p>
	 Tactics and strategy	<p>Is it better to aim for the target or to knock an opponent's ball out of the way?</p>	<p>Devise a strategy with your partner to win the game. Ask lots of 'What if ...?' questions.</p>	<p>Does the time left in the game impact on your tactics? Explain how.</p>
	 Personal and social	<p>How would you react if an opponent made a really good shot, knocked your ball away and won the game?</p> <p>How would it feel to miss the last shot of the game when you had a good chance of winning?</p>	<p>How does it feel when an opponent congratulates you on a good shot?</p> <p>What might you do if your teammate missed the shot that would have helped you to win the game?</p>	<p>What does good sportsmanship mean? What characteristics would someone demonstrating good sportsmanship display?</p> <p>What do you think of the idea of winning at all costs? Explain your answer.</p>
	 Leadership	<p>Keep score.</p>	<p>Set up a scoring system for all the games.</p>	<p>Why is it important to ensure that scores are recorded correctly? What would you do if your team won, but you knew it was as a result of a mistake in the scoring?</p>
	 Healthy lifestyle	<p>How does it feel to work as part of a team?</p>	<p>Do you prefer individual or team sports? Explain your answer.</p>	<p>What does it mean when someone is criticised for not being a team player?</p>






TARGET	POP tasks: Target: Bombardment Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate an overarm throw. Throw overarm at a variety of targets, placed at different heights and distances. Throw overarm at a large moving target (keep fit ball or large beachball) rolled out by a partner 3 metres away.	Throw overarm to hit a wall. Hit a target 3 metres away at least three out of five times. Throw overarm to hit a large, moving target consistently.	Throw overarm to hit a large target 5 metres away. Throw overarm for at least 15 metres. Adapt the force and trajectory of the throw quickly, depending on the position of the moving target.
	 Tactics and strategy	Choose the best type of throw to move the ball. Explain your reasoning.	Does the position you make contact with the target ball impact on how far it rolls?	How does your positioning in relation to the ball impact on your ability to move the ball?
	 Personal and social	If you are constantly missing the target ball in this activity, how might that make you feel?	What can you do to support someone who is finding the activity difficult?	Wayne Gretzky, a member of the Hockey School of Fame, said 'You miss 100 per cent of the shots you don't take.' What lessons can you take from that and how would you use that to inspire others?
	 Leadership	Make a list of things that could be hazards on a playing area. Use this list to identify and set up a safe area for playing.	What hazards might arise during the playing of the game? Ensure you keep a look-out for these during the lesson.	Design a poster to help others be risk aware in PE lessons. How much does risk awareness depend on the behaviour of everyone in the class?
	 Healthy lifestyle	What are your strengths in this game?	In which activities do your strengths lie? Identify patterns in the types of activities you have chosen.	What does being proud feel like? Describe a time when you have felt proud.






TAG	POP tasks: Target: Shark tag Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Run at speed, dodging through cones. Working with a partner, take turns at being the chaser in a large space.	Run at speed, dodging through players standing on the spot, who can move their arms to tag. Working with a partner, take turns at being the chaser, sharing a space with other pairs.	Run at speed from one end of the space to the other, dodging players who can move along a line to tag you (two taggers per line and three/four lines across the space, depending on size). Working with a partner, take turns at being the chaser, sharing a space with the whole class.
	 Tactics and strategy	Sailors – make decisions about which island to run to. Demonstrate strategies to avoid sharks, and explain what they are.	Sharks – come up with a team strategy to tag more players. Sailors – as the number of sharks increases, how might you change your strategy?	Sailors – what factors influence the timing and direction of the run? Sailors – what impact does the increasing number of sharks have on the game? What strategies can you employ to improve your chances?
	 Personal and social	What aspects of this game might some students find difficult? How will you know if this is happening?	What might you do to support someone who is finding this activity difficult?	A famous American football coach said, 'Build up your weaknesses until they become your strong points.' How might you use these sentiments to help someone who is struggling in this game?
	 Leadership	How might you support someone who is caught during this activity?	How could you adapt this game to ensure everyone is included?	One of your classmates isn't trying in this game and is caught straightaway every time. What might you do to persuade them to join in more enthusiastically?
	 Healthy lifestyle	Take your pulse rate before and after the game. What do you notice?	Take your pulse rate before and after the game. Describe and give reasons for the changes.	Keep a record of your pulse rate before and during some activities in PE. Analyse and give possible reasons for the differences.






STICKING AND FIELDING	POP tasks: Striking and fielding: Quick pick-up Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate quick acceleration from a standing position. Throw for distance. Run while carrying a cricket bat.	Demonstrate running forwards at speed. Decelerate to pick up ball. Throw accurately over distance. Run with a cricket bat. Touch it down within the crease.	Demonstrate effective running to retrieve a stationary ball. Turn and throw immediately to a partner. Throw to a partner over distance. Take one step back for each successful throw. Run with a cricket bat. Touch it down in the crease while preparing to turn and run back.
	 Tactics and strategy	Batters – run as fast as you can to the crease.	Batters – adapt the speed of the run depending on the position of the fielder.	Batters – what factors do you take into account when judging the pace of the run? Fielders – what factors might you take into account when choosing a wicket-keeper for this game?
	 Personal and social	How can you tell if someone is not enjoying this game?	If you are not enjoying this game, what might you do?	What might you do if you see someone is not enjoying the game?
	 Leadership	What muscles are used in this game?	Design and deliver a warm-up for this game to a small group.	How will you ensure everyone is following the warm-up correctly?
	 Healthy lifestyle	Describe the positive aspects of working with others during physical activity.	What negatives might there be when working with others? What might you do to mitigate against any negatives?	What health benefits does working with others have?






STRIKING NAD FIELDING	POP tasks: Striking and fielding: Safe or sorry Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Catch and immediately throw a ball to a partner. Pick up a rolling ball from the ground. Demonstrate quick acceleration from a standing position. Hit a ball effectively off a tee.	Catch and immediately throw a ball to a partner, while on the move. Pick up a rolling ball from the ground and immediately pass it to a partner. Demonstrate running forwards at speed, then turn quickly to run back again. Hit a small ball effectively off a tee with a small bat.	Catch a small hard ball and throw it to a partner. In threes, pick up a rolling ball from the ground and immediately pass it to one of your team. Run and return between two cones placed 4 metres apart. How many times can you do it in 1 minute? Hit a small ball effectively off a tee with a rounders bat.
	 Tactics and strategy	How will the speed of your run change depending on where the ball is in relation to the fielding team?	Suggest a positioning strategy for the fielding team to ensure you are prepared if the batting team choose to go for 2 or 6 points. Try out and evaluate your strategy.	Analyse the conditions to take into account when deciding whether to go for 2 or 6 points. Are there any instances when you might go for 6 even if it is risky?
	 Personal and social	Your team need 2 points to win and it is the last throw of the game. Your teammate decides to go for 6 points, but the fielding team return the ball to the hoop before he/she gets back, resulting in no score. How do you feel?	Your team need 2 points to win and it is the last throw of the game. Your teammate decides to go for 6 points, but the fielding team return the ball to the hoop before he/she gets back, resulting in no score. How do you think your teammate feels?	Your team need 2 points to win and it is the last throw of the game. Your teammate decides to go for 6 points, but the fielding team return the ball to the hoop before he/she gets back, resulting in no score. You are the team captain. What will you say to the team?
	 Leadership	Keep score in the game.	Use a whiteboard to make a scoreboard and display the score as the game progresses.	While scoring you think you may have missed a runner. What will you do?
	 Healthy lifestyle	Which foods are high in energy?	Which foods are good to eat before a game?	Plan and make a simple meal to replace energy after physical activity.






STRIKING AND FIELDING	POP tasks: Striking and fielding: Round the square Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Hit a target from 3 metres away. Run to retrieve a ball and immediately throw it at a target. Throw a ball overarm with a straight arm. Strike a ball with a large bat.	Hit a standing target from 3 metres away. Run to retrieve a ball and immediately throw it at a standing target. Demonstrate a 'pull the string' bowling action — stand side-on to the target with the bowling arm (holding the ball) held straight down towards the back knee and the other arm pointing up to the sky. Imagine string stretched between the two hands. When ready to bowl, pull the imaginary string down with the non-bowling arm, bringing the bowling arm up and over. Release the ball towards the batter, following through with the bowling arm across the front of the body. Strike a ball with a kwik cricket bat.	Hit a set of stumps from at least 3 metres away while on the move. Run to retrieve a ball efficiently and immediately throw it at a set off stumps with a degree of accuracy. Hit a target using the 'pull the string' technique. Strike a ball consistently with a kwik cricket bat.
	 Tactics and strategy	Batters – identify the space between fielders and aim the ball into here. Fielders – choose where to stand to reduce the space available for batters.	Batters – adjust the force of the strike depending on where you want to place the ball. Fielders – choose which wicket to bowl at.	Batters – choose how to angle the bat to send the ball in the direction required. Fielders – decide whether to run back to bowl or to pass to a teammate.
	 Personal and social	Make a suggestion of a tactic for the game.	Your friend is team captain for this activity. You disagree with the strategy for the game. What might you do?	Communicate during a game about changing tactics depending on the progress of the game.
	 Leadership	Plan a short warm-up and deliver it to a group.	Plan a warm-up specifically for this game.	Analyse how a warm-up for a striking and fielding game may differ from that of an invasion game.
	 Healthy lifestyle	Why is it important to warm up?	Why is it important to cool down after activity?	Evaluate the risks of not warming up before and cooling down after physical activity.






NET AND WALL	POP tasks: Net and wall: Pick up the trash Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Move around the room; on a command, touch the floor with right or left hand.</p> <p>Pick up a beanbag and immediately throw it high.</p>	<p>Spread beanbags around the floor, with a hoop 2 metres away. On a command, pick up the beanbags as quickly as you can and throw them into the hoop. Time how long it takes. Repeat and try to improve your score.</p> <p>Pick up a beanbag and immediately throw it over a bench.</p>	<p>Play domes and dishes*.</p> <p>*A game played by 2 teams, each player has a marker cone. 1 team is 'domes' the other 'dishes'. Domes must try to turn over the marker cones into domes, the dishes to turn the marker cones upside down into dishes. Play for 30-40 seconds.</p>
	 Tactics and strategy	<p>How do you decide where to throw the beanbags?</p>	<p>This game is time limited. Does the amount of time left impact on your strategy?</p>	<p>Create a strategy to win this game. Discuss with your team and try it out in a game. Evaluate how effective the strategy was and make tweaks to improve.</p>
	 Personal and social	<p>What does good sportsmanship mean?</p>	<p>How can you demonstrate good sportsmanship in this game?</p>	<p>Give examples of when you have showed good sportsmanship. How did it make you feel? Do you have any examples of when you were a bad sport? Compare your feelings in both situations.</p>
	 Leadership	<p>Ensure all the equipment is prepared for this activity. Use a stopwatch to time the games.</p>	<p>Set up the equipment fairly for the beginning of the activity.</p> <p>Devise a method to ensure everyone hears the stop signal.</p>	<p>Be vigilant throughout the activity for any issues with equipment. What issues might occur?</p> <p>What will you do if some players carry on after the stop signal?</p>
	 Healthy lifestyle	<p>Demonstrate high engagement levels in a lesson.</p>	<p>Maintain high engagement levels without prompting by the teacher.</p>	<p>Why is it important to engage actively in PE lessons?</p>






NET AND WALL	POP tasks: Net and wall: Keep it going Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate a variety of locomotion skills to move around a court. Move forwards and sideways to catch a ball after a bounce. Strike a ball, with the hand, to a partner. Try to maintain a rally.	Choose the most appropriate locomotion skills to move around the court. Catch a ball while moving into different areas of a court. Using tennis rackets, maintain a rally with a partner.	Demonstrate automaticity in locomotion skills, moving around the court smoothly and efficiently. Catch a ball while moving, and immediately throw it back into a space on the other side of a net. Maintain a rally over a net.
	 Tactics and strategy	Aim shots into spaces to make it easy for a teammate.	Where is the best place to stand on the court to play this game? Give reasons and demonstrate this position during a game.	Design a guide on how to maintain a rally with a partner. Use the information in the guide to analyse your performance and practise the areas you need to improve on.
	 Personal and social	What does it feel like when you make a mistake?	What might you say to encourage your partner when they make a mistake?	What to do with a mistake: recognise it, admit it, learn from it, forget it. What can you learn from this statement?
	 Leadership	Contribute ideas to a team talk.	Listen to and value the opinions of your partner when discussing tactics for this game.	What do you need to do to ensure that your partner feels involved in discussions about tactics, even if you disagree with them?
	 Healthy lifestyle	Which aspects of this game can you do well?	When you do something well, how does it make you feel?	How can you encourage your partner to be proud of themselves? Why is it important to feel proud sometimes?






NET AND WALL	POP tasks: Net and wall: 3v3 volleyball Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Set the ball to yourself three times. Dig a ball. Work with a partner. Player 1 throws the ball against the wall; Player 2 sets the rebound. With a high net, throw the ball over the net to a partner who sets it back.	Throw the ball to a partner, who sets it back. Dig a ball thrown by a partner. Work with a partner. Player 1 throws the ball against the wall; Player 2 sets the rebound against the wall and continues setting against the wall. With a high net, set the ball over the net to a partner who sets it back.	Set a ball to a partner who digs it back. Use a dig to pass the ball backwards and forwards to a partner. Work with a partner. Player 1 throws the ball against the wall; Player 2 sets the rebound against the wall and continues setting against the wall. How many sets can you do in 30 seconds? Play 3v3 with one team in each half. Everyone in the team must set the ball before it can be hit over the net.
	 Tactics and strategy	Where is the best place to aim when taking a shot?	Where is the best place to stand to cover the court and make it difficult for the other team to score?	What factors do you need to take into account when deciding whether to set the ball to another member of your team, or to send an attacking shot over the net?
	 Personal and social	What factors might you take into account when deciding the order of play? How does it feel when someone tells you 'Well done'?	After a game, analyse how you might change your tactics around the order of play. How could you deal with any issues sensitively? Praise players for good shots on your team and the opposing team.	How can the order of play impact on the result of a game? As a captain, how would you explain your strategy to your team while trying not to hurt anyone's feelings? Does it feel different when a member of the opposing team tells you 'Well done' from when someone on your team praises your performance? Explain why.
	 Leadership	Contribute at least one idea to a team talk.	What characteristics does a good listener have?	How might players feel if they are not listened to during a team talk? What can you do to ensure everyone participates equally?
	 Healthy lifestyle	What do you need to be able to do to play this game?	How can you improve your ability to play this game?	Which other games have similar requirements in terms of skills and fitness to this one?






INVASION	POP tasks: Invasion: End zone Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Throw and catch underarm and overarm. Kick a ball to a moving partner. Push a ball to a partner with a hockey stick. Send and receive a ball in a variety of ways, e.g. kicking, throwing, striking.	Link throwing and catching underarm and overarm with varying locomotion. Kick a ball to a partner and move to receive the return pass, while making progress towards the end zone. Hit a ball to a partner with a hockey stick. Send and receive a ball in a variety of ways.	Throw and catch underarm and overarm while moving forwards. Kick a ball to a partner and move to receive the return pass, while making progress towards the end zone. Change the force and trajectory of the passes. Hit or push a ball with a hockey stick to a moving partner.
	 Tactics and strategy	Pass and receive effectively with your team, while avoiding other teams working in the opposite direction. Work to maintain possession as a team and advance towards a target. What might you do if an attacker is coming towards you with the ball?	Make decisions on the types of pass to play depending on the position of teammates and members of other teams. Describe off-the ball tactics. Where is the best place to go when your team is in possession, but you do not have the ball? What factors do you have to take into account when an attacker is coming towards you with a ball? Try out your ideas in the game and evaluate the impact.	How does your game strategy change when the line of cones are removed and there are more people in the space? What influences a team's ability to maintain possession in the game? Discuss, as a team, tactics that could be employed to help you maintain possession, and use them in the game. An attacker has the ball and is being closed down by a defender. What choices might they make? Demonstrate some of your ideas in the game.
	 Personal and social	What does 'empathy' mean? How might you demonstrate empathy when solving conflicts in a group?	Why is it important to demonstrate empathy when solving conflicts? Give examples of when you have seen any of your class members demonstrating empathy in PE lessons.	Over a couple of weeks, try to notice and record any examples of people in school demonstrating empathy. At the end of the time, celebrate what you have seen, citing examples of who and how.
	 Leadership	What makes a good referee?	Act as a referee for one of these games. Demonstrate the characteristics of a good referee.	Discuss as a team the performance of a referee after one of your games. Pick out some things they did well and one area they might need to work on. Give feedback to the referee.
	 Healthy lifestyle	What abilities are you proud of when playing this game?	How does being proud feel?	Think of some examples of when you have felt proud in any area of your life.






INVASION	POP tasks: Invasion: Too many goals Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Dribble a ball using both feet, through gates (two cones) placed around the space. Pass a ball to a partner through a gate.	Dribble a ball, using both feet, through small gates placed around the space. Dribble and pass a ball to a partner through a small gate.	Dribble a ball at speed through small gates placed around the space for 30 seconds, counting the gates. Investigate strategies to improve your score. With a partner, dribble a ball and pass to each other through gates. Count how many passes through different gates you can make in 30 seconds.
	 Tactics and strategy	How can you indicate to a partner where you want to receive the ball? How does the position of the defenders influence which goal you pass through?	What factors influence the pathways through the gates? As defenders, where do you place yourselves on the pitch to maximise the opportunities of interceptions?	Devise a strategy with a partner to increase the number of cones you can get through quickly. As defenders, what do you do as a team as soon as one of your players intercepts the ball?
	 Personal and social	What are the rules of the game? Ensure everyone on your team knows them.	What might you do if you disagree with some of the decisions of players within this game?	Play the game, resolving any disputes among yourselves without needing to go to the teacher. What are the advantages of being able to do this?
	 Leadership	What can you change to make this game more difficult?	Change aspects of the game to make it more difficult. Evaluate the impact of the changes.	Why is it important to make a game increasingly more challenging? How do you implement changes without making the game too hard?
	 Healthy lifestyle	Which is your favourite team game? Why?	Rank team games from your favourite to your least favourite. Explain your decisions.	Are the games you like the ones you are best at? Do you think you will begin to enjoy others more as you become more skilled? Cite evidence for your answer.






INVASION	POP tasks: Invasion: Go to jail Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Dodge a chaser effectively. Decelerate quickly to pick up treasure from the ground.	Maintain a face-to-face or side-on stance to protect your tail from an attacker. Demonstrate agility in stopping quickly, bending low to pick up equipment and accelerating away quickly.	Use feinting to dodge an attacker. Demonstrate automaticity with smooth, fluent movements to retrieve equipment at high speed.
	 Tactics and strategy	Make decisions on when to leave the safe zone.	What factors do you take into account when leaving the safe zone? Is it better to go for treasure or to release a player from jail? Does your answer change depending on the status of the game? Will players on your team have different roles? If so, what will they be?	What strategies do you have in place as a team when players are in the safe zone? If the other team has a lot of players in jail, how do your tactics change? Is it better to designate attackers and defenders in your team, or to allow everyone to attack? Cite evidence for your choices and try them out in a game.
	 Personal and social	How do you feel when someone steals your tail? How should you react?	Someone targets you and follows you around the court to steal your tail, ignoring other players. How does this make you feel and what might you do about it?	Choose a team captain to sort out disputes. What character virtues would you want that captain to possess?
	 Leadership	Set up the equipment for the games without prompting from the teacher.	Check jail time with a stop watch, clocking players in and out. Devise a system for when multiple players are coming in and out.	Ensure all equipment is accounted for at the end of the activities. Devise a system to help you do this.
	 Healthy lifestyle	Analyse how much time you spend in a week taking part in demanding physical activity.	How does vigorous physical activity improve fitness?	Check your pulse rate before and after vigorous physical activity. How long does it take to go back to normal? Keep a record of your vigorous physical activity. Is your recovery rate (the time it takes after vigorous exercise for your pulse rate to return to normal) improving?






GYMNASTICS	POP tasks: Gymnastics: Partner sequence Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate different ways of travelling. Perform different balances, individually and with a partner.</p> <p>Devise a sequence of six moves to be performed on apparatus.</p> <p>Practise some basic partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</p>	<p>Choose five different ways of travelling and balancing, individually and with a partner. Apply movement adaptations. Join balances into a smooth sequence. Perform a sequence of five different jumps, using movement adaptations to add interest. Suggest moves that could be performed on different pieces of apparatus.</p>	<p>Points are allocated when judging gymnastics routines for interest and movement adaptations. Compose and perform a travelling sequence to take this into account. Choose and perform five jumps and balances. Cite evidence for your choices. Analyse how the use of apparatus could support you to perform an action.</p>
	 Tactics and strategy	<p>Investigate how and when to include a partner balance into the sequence above. Practise including it. Include a relationship technique (your position in relation to your partner or a technique like unison or canon). Recognise which moves you and your partner can perform well and add these.</p>	<p>Analyse how partner balances could add to the routine. Practise and perform the routine. Evaluate the impact. Add two relationship techniques. Explain your choices. Is it better to include a complicated move that you cannot do consistently or an easier one that you can both perform?</p>	<p>Show how the placement (where in the sequence) of a partner balance impacts performance. Analyse how relationship techniques could be used effectively in your routine. Add these and use video to examine the impact. What factors should you take into account when designing a partner sequence?</p>
	 Personal and social	<p>How can you ensure that both partners' views are taken into account?</p> <p>How can you tell if someone isn't enjoying an activity?</p>	<p>What does good listening look like?</p> <p>How can you encourage a partner if they are struggling with an activity?</p>	<p>'Listening does not mean waiting to speak.' What do you think that statement means?</p> <p>What does giving sensitive feedback mean? Can you give an example of when you have done this. What was the outcome?</p>
	 Leadership	<p>With your partner, watch another group perform and give feedback on two things they have done well and one thing to improve.</p>	<p>With your partner, watch another group perform and suggest improvements they could make by using the movement adaptations and relationship techniques.</p>	<p>With your partner, design a 'top tips' booklet with advice on how to design a partner gymnastics routine.</p>
	 Healthy lifestyle	<p>Which aspects of this activity were you good at?</p>	<p>How does it make you feel when you can identify things you are good at?</p>	<p>What impact does a tendency to focus on what we can't do have on our mental health? How can we combat this?</p>






GYMNASTICS	POP tasks: Gymnastics: Vault Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate the hurdle step, using floor markers placed: one, two and two. Place hands onto a low box or vaulting table, squat onto the top.	Demonstrate the hurdle step, using three floor markers placed: one, then two in front of a mat.	Demonstrate the hurdle step from a three-step run-up onto a mat. From a three-step run-up, perform a hurdle step and then squat onto the top of a low box or table.
	 Tactics and strategy	Choose how high to jump off the end of the table or box.	Does the higher you jump off the end of the box mean the jump will land further away from the box?	Marks are given for how far the gymnast lands away from the box. What can you do to increase that distance?
	 Personal and social	Watch a partner and give feedback on how they might improve a vault.	If a partner gives feedback on how to improve your vault and you disagree with it, what might you do?	What might you do if you have given feedback to a partner and he/she is unhappy about what you have said?
	 Leadership	Deliver a warm-up to a small group.	Deliver a warm-up to the whole class.	Analyse the demands of this activity and devise a targeted warm-up to prepare the body for this activity.
	 Healthy lifestyle	What do you do when you are faced with an activity that you find difficult?	What strategies should someone employ when they find an activity difficult?	Your friend has brought a note to say he/she is injured and can't take part in this lesson. You know he/she isn't injured and is just finding the activity hard. What might you do?






GYMNASTICS	POP tasks: Gymnastics: Apparatus Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate a half-turn jump off a piece of apparatus.</p> <p>Demonstrate a front support on a piece of apparatus.</p> <p>Demonstrate bunny hops along a bench, jumping from side to side over the bench.</p> <p>Perform a roll on a piece of apparatus (including mats).</p> <p>Work with a partner to create a short routine using unison and canon.</p>	<p>Demonstrate a full-turn jump off a piece of low apparatus.</p> <p>Perform a front and back support on different pieces of apparatus.</p> <p>Use the end of a bench to perform a progression towards a cartwheel: stand side-on to the bench. Grip one side and then the other, while kicking legs over to land one after the other. Count 1, 2, 3, 4: first hand, second hand, first foot, second foot.</p> <p>Perform rolls using different body shapes, on apparatus.</p> <p>Work with a partner to create a short sequence using relationship techniques.</p>	<p>Demonstrate a turning jump off a piece of low apparatus. Apply movement adaptations to add interest.</p> <p>Evaluate which pieces of apparatus lend themselves to a front and back support. Demonstrate and explain your choices.</p> <p>Perform a cartwheel along a line.</p> <p>Apply movement adaptations to rolls on apparatus.</p> <p>With a partner, devise a short sequence using relationship techniques, based on the layout of the apparatus.</p>
	 Tactics and strategy	<p>Work with a partner to adapt a sequence using movement adaptations to add interest.</p>	<p>Work with a partner to adapt a sequence using movement adaptations and relationship techniques to add interest.</p>	<p>Work with a partner to compose a sequence to showcase your gymnastic and choreographic abilities.</p>
	 Personal and social	<p>Collaborate with a partner to design a sequence suited to both of you.</p>	<p>To work well together as a pair, which characteristics should you both demonstrate?</p>	<p>Would you prefer to work with someone who always agrees with you or someone willing to differ? Explain your answer.</p>
	 Leadership	<p>Work with a group to set out a station of apparatus.</p> <p>Describe the structure of a warm-up.</p>	<p>Explain how and why equipment needs to be carried correctly.</p> <p>Plan and deliver a warm-up for a small group.</p>	<p>Write a guide on how to carry equipment correctly.</p> <p>How does a warm-up for gymnastics differ from a warm-up for an invasion game?</p>
	 Healthy lifestyle	<p>List some healthy foods a gymnast might eat.</p>	<p>Design a meal for a gymnast.</p>	<p>Explain what is meant by a balanced diet.</p>






DANCE	POP tasks: Dance: Based on a picture Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Pick out five different movements inspired by the painting.</p> <p>Practise and perform them. Choose two people from the painting. Create a short dance to convey their feelings.</p> <p>Choose two different people from the painting. Using different pathways and step patterns, show how they might move across the space.</p>	<p>Use movements inspired by the painting to create a short dance including the five key actions of dance. Interpret what is happening in the painting.</p> <p>Compose a dance showcasing three different people from the painting.</p> <p>With a partner, demonstrate the pathways and step patterns of two characters within the painting.</p>	<p>Choosing one character, create and perform a dance which brings the painting to life. Explain how you have used movements to convey emotions. Create and perform a short dance which demonstrates the contrasting moods of people in the painting. Explain how your choices of actions and movement adaptations demonstrate the moods. Create a short dance, with a partner, showcasing the step patterns and pathways of three characters from the painting. Use movement adaptations to add interest.</p>
	 Tactics and strategy	<p>Create a repeating four-movement phrase to replicate the machinery in the factory. Practise and refine. Demonstrate the use of fusion within a dance.</p>	<p>With a partner, use gesture to create a movement phrase to replicate the machinery in the factory. Practise and refine, based on feedback from another pair. Demonstrate the use of canon within a dance.</p>	<p>In fours, create a machine dance. Explain to another group how your choice and use of movement adaptations contributes to the effectiveness of the dance. Investigate the use of unison and canon in different parts of the dance.</p>
	 Personal and social	<p>Watch the ballet 'A Simple Man'. Discuss what you liked about the dance with a partner. Listen carefully to what he/she says. Describe what you can do to ensure everyone in the group is happy.</p>	<p>Watch the ballet 'A Simple Man'. Explain which parts of the dance you enjoyed and why. Listen to the points of view of a partner, especially if he/she disagrees with you. Explain what you would do if someone in the group was unhappy.</p>	<p>Watch the ballet 'A Simple Man'. Identify your favourite part of the dance. Why do you think it was effective? Justify your reasons to a partner. Create a social contract of how groups will work together.</p>
	 Leadership	<p>Make up a simple dance and teach it to others.</p>	<p>Teach others a simple dance, with clear instructions and demonstrations.</p>	<p>Teach others a simple dance. Give feedback on the performance.</p>
	 Healthy lifestyle	<p>Describe which areas of dance you feel comfortable with and enjoy.</p>	<p>Choose your favourite type of physical activity and explain your choice.</p>	<p>Evaluate which areas of PE you find challenging and those which you enjoy. Analyse possible reasons for this.</p>





DANCE	POP tasks: Dance: Mystery dance Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate actions from the cards provided, to include the five actions/gestures cards that were chosen.	Link together fluently actions chosen from the actions/gestures cards provided.	Create and perform a short dance featuring and linking together similar actions from the actions/gestures cards. Demonstrate clearly the differences between the actions. e.g. stagger and plod, pause and stop.
	 Tactics and strategy	Modify actions using dynamics from the cards provided. Modify actions using spatial aspects from the cards provided. Work with a partner modifying actions using 'with what or who' cards.	Modify actions using dynamics from the cards provided, analysing the impact of the changes. Modify actions using spatial aspects from the cards provided, analysing the impact of the changes. Work with a partner modifying actions using 'with what or who' cards, analysing the impact of the changes.	Create a short dance within a small group, showcasing four actions of choice, repeated to demonstrate the impact of movement adaptations. Use two relationship devices of choice, e.g. move apart, back to back.
	 Personal and social	Work with a partner to develop a short dance that you can both perform well. Demonstrate empathy if a partner finds some actions difficult.	Work with a partner to decide on the order of movements within a dance. Ensure you think about how your actions impact on your partner.	Your partner is annoyed with you and is refusing to carry on. Investigate any strategies you might use to resolve the situation, without involving the teacher.
	 Leadership	Plan and deliver a warm-up.	Plan and deliver a warm-up, specifically for a dance lesson.	Analyse the different types of warm-up needed for diverse activities.
	 Healthy lifestyle	Keep a diary of participation in physical activities in and out of school.	Keep a diary of your physical activities over two weeks. Compare your physical activity levels to the Chief Medical Officer's guidelines of at least 60 minutes per day.	Keep a diary of your participation in physical activities over one month. Analyse the variety of activities and the different types of fitness they improve.






DANCE	POP tasks: Dance: Traditional folk dance Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Perform a do-si-do with a partner. Perform a right- and left-hand star in a group of four. Join hands in a circle – demonstrate dancing to the left for four bars of music (eight steps), then back to the right (circle left, circle right).	Plan a short dance phrase using a 16-bar phrase; repeat. Plan a 32-beat dance for four people. Think about relationships in the dance.	Plan a dance phrase for 32 beats and repeat. Plan a four-section dance, for a group of eight people; each section should consist of 16 beats. Ensure different formations/relationships.
	 Tactics and strategy	Clap hands to the beat. Research a dance from your local area. Demonstrate some of the steps.	Demonstrate different formations in the dance. Research a dance from your local area. What is the history of the dance? Find a dance from another area of the country which arose from similar circumstances.	Evaluate the impact of the use of formations in different parts of the dance. Choose some traditional folk dances from around the country. Contrast the origins and types of dances.
	 Personal and social	What skills and qualities are needed to work well as part of a group?	Which are the most important skills and qualities needed to work well as a group?	True or false? The quality of the dance produced is more important than the feelings of members of the group.
	 Leadership	How can you tell if someone doesn't really want to join in?	How might you encourage others to join in?	True or false? If someone doesn't want to join in they shouldn't have to.
	 Healthy lifestyle	Describe how it feels to dance with your friends.	Explain why it is important to take part in activities with your friends.	Traditional folk dance was something people enjoyed doing on holidays and feast days. Explain why and compare that to dancing today.






SWIMMING	POP tasks: Swimming: Flotsam and jetsam Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate floating on your front. Demonstrate floating on your back. Float in a wide shape on your back.	Float on your front/back for 10 seconds. Float in a wide shape, on back and front, blowing bubbles into the water when on your front. Choose some different ways of floating and link them together, with some pushing and gliding, to make a short sequence.	Float on your front for 10 seconds and open your eyes underwater. Float on your back so your ears are in the water. Float on your back then stand up. With a partner, or in a small group, design and perform a short sequence to demonstrate different ways of floating. Include some shapes made as a whole group not just individually.
	 Tactics and strategy	Choose a body shape that helps you glide through the water. Choose your favourite floating shape.	Compare two different body shapes, one that helps you glide through the water and one that makes it more difficult. Demonstrate your favourite and least favourite floating shape. Explain your choices.	Analyse which shapes help you glide through the water and what they have in common. Analyse what helps you float successfully.
	 Personal and social	How might you help someone who is finding this activity hard?	Why is it important to help others to succeed?	What characteristics would you encourage in someone who is finding this difficult and why?
	 Leadership	Watch a partner and give feedback on what to improve.	Give feedback to a partner on strengths and areas for development.	Give a partner some activities to do to improve performance.
	 Healthy lifestyle	Describe something you are proud of in this activity.	Describe how being proud makes you feel. Can you think of another instance when you felt proud of yourself?	Can you be proud of your achievements even if you didn't try your best?






SWIMMING	POP tasks: Swimming: Pirate treasure Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate running through the water. Submerge in the water to retrieve an object.	Demonstrate a variety of ways to move through the water. Demonstrate inversion while retrieving an object from the bottom of the pool.	Swim quickly through the water. Perform a surface dive to retrieve an object from the bottom of the pool.
	 Tactics and strategy	Describe and demonstrate how to move quickly as soon as your partner returns. Choose the fastest way of moving to reach the treasure. Explain your choice.	Suggest which factors influence the speed of retrieving the objects. Is it faster to move through the water or to swim on top of it? Explain your decisions.	Which is the best technique for submerging to retrieve an object? Cite evidence to support your ideas. Why is it difficult to stay on the bottom of the pool? Which is the fastest swimming stroke? Demonstrate your choice.
	 Personal and social	Decide on an order of play for your team. Justify your decisions.	What factors need to be taken into account when deciding the order of play?	What might you do if you disagree with the order of play? Your team wins, and are celebrating, because you picked up two items at once. The team next to you tried very hard and are really disappointed they didn't win. What will you do?
	 Leadership	Set up equipment as directed by the teacher. Explain the rules of the game	Choose some alternative equipment to challenge or support others. Ensure the rules are followed	Design an activity to improve performance in this game. Organise the equipment so other groups can do your activity.
	 Healthy lifestyle	When and what might you eat before swimming?	What are the best kinds of foods to eat to replace energy after swimming?	Plan a healthy meal to be eaten after a session of swimming. Cite evidence for your choices.






SWIMMING	POP tasks: Swimming: Using different techniques Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate front crawl arm action, while walking in the pool.</p> <p>Demonstrate back crawl arm action, while walking in the pool.</p> <p>Swim four strokes of back crawl and then four strokes of front crawl, using a buoyancy aid.</p>	<p>Demonstrate front crawl arm action, while walking in the pool with your face in the water.</p> <p>With a float between your legs, lying back in the water, demonstrate back crawl arm action.</p> <p>Swim a length of the pool, rotating from the back to the front, with or without a buoyancy aid.</p>	<p>With a float between your legs and kicking, demonstrate front crawl arm action with your face in the water.</p> <p>Demonstrate front crawl, with correct breathing technique.</p> <p>Demonstrate back crawl.</p> <p>Swim 25 metres, rotating from the back to front smoothly, demonstrating correct breathing technique.</p>
	 Tactics and strategy	Describe and demonstrate how to rotate smoothly from the back to the front and vice versa.	Which way is easier to rotate: back to front, or front to back? Justify your choices.	How might you change the number of each type of stroke if you wanted to improve your time over 25 metres?
	 Personal and social	List the feelings people may have about swimming.	How can you tell if a friend is anxious? What might you do to support them?	When trying out new activities, how do you get past your worries to seize opportunities? How could you use your experiences to support someone who is apprehensive?
	 Leadership	A member of the class is standing at the side of the pool and is nervous. How might you encourage them to join in?	One of your friends cannot swim and constantly fails to bring in his/her swimming kit (on purpose). What might you do to help?	It is best for students to go swimming when they are in Year 6 at school as they are more mature and can get changed quicker. True or false? If you were in charge of your school, when would you introduce swimming?
	 Healthy lifestyle	How does being physically active contribute to a healthy body?	How does being physically active contribute to a healthy mind?	Why is being physically active important? Investigate this and report your findings in a short guide for others to read.




ATHLETICS	POP tasks: Athletics: Take five jumps Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate effective technique in jumping for distance and height. Perform the five basic jumps.	Identify the differences in technique when jumping for height and distance. Demonstrate different ways of joining two of the five basic jumps together.	Design a training programme to improve the height or distance you can jump. Explain how and why your programme will improve performance. Follow the programme and record results. How many different ways can you find of joining the five basic jumps together in a fluent sequence?
	 Tactics and strategy	Demonstrate the impact of the use of arms in a jump.	Choose two of the five basic jumps which will allow you to cover the longest distance.	True or false? The triple jump sequence of hop, step and jump is the best combination to jump for distance. Try out your hypothesis.
	 Personal and social	Listen carefully to feedback from a partner.	Act upon feedback from a partner.	Evaluate the impact of feedback from a partner on improving your performance.
	 Leadership	Watch a partner and give points to improve.	Watch a partner and give feedback on what they are doing well and how to improve.	Watch a partner and devise a programme of activities to help them improve their performance.
	 Healthy lifestyle	Keep a record of personal best performances.	Devise practices to improve personal bests. Record performances and check on progress.	Use performance records to identify strengths and areas for development. Devise a programme to improve performance. Cite evidence for your choices.

ATHLETICS	POP tasks: Athletics: Throwing			
	Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Place two cones in a straight line, 2 metres apart. Stand in the middle of the cones. On a signal from a partner, right or left, move to touch the cone and back to the middle.</p> <p>Demonstrate a seated balance (knees bent) for 30 seconds without putting hands or feet down.</p> <p>Perform five standing push throws/pull throws/sling throws.</p>	<p>Use cones to make a 5-metre triangle. Stand on the back cone and on a signal from a partner, right or left, move to the correct front cone and return to the back cone. How many cones can you touch in 1 minute?</p> <p>In a seated balance (knees bent), hands and feet off the floor, pick up a cone from one side, swap hands and place it on the other side.</p> <p>Perform five standing push throws/pull throws/sling throws, with correct technique.</p>	<p>Play Rabbits. All students have a tail (band or tag rugby belt). How many tails can you steal, while protecting your own?</p> <p>In a seated balance (knees bent), hands and feet off the floor, pick up cones from a circle placed around you.</p> <p>Demonstrate throwing for distance in a push throw/pull throw/sling throw.</p>
	 Tactics and strategy	Choose which type of throw will help you throw the furthest.	Analyse how you adapt your technique to hit the target zones.	Analyse the factors that impact on the distance of a throw.
	 Personal and social	What signs might you notice if someone was not enjoying this activity?	Explain what you would do if someone was not enjoying this activity.	Is it right to make someone do something if they don't enjoy it?
	 Leadership	Use cones to mark the distances thrown.	Use a tape measure and record the distances thrown.	Run a competition, with a small group. Each person gets three throws; their longest throw counts. Find out what happens in an athletics competition if two athletes throw the same distance.
	 Healthy lifestyle	What kind of fitness do you need to take part in this activity?	Choose some activities that will help you improve your fitness for this activity.	Design a programme to improve your performance in this activity. Keep a diary of your progress.

ATHLETICS	POP tasks: Athletics: 9.58 seconds			
	Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Stand still on one foot for 10 seconds; change feet and repeat.</p> <p>Do five squats.</p> <p>Side step, leading with left and right foot. Stand 1 metre away from a partner, who drops a large ball. Try to catch it after one bounce.</p> <p>Demonstrate the ready position.</p> <p>Demonstrate running tall with relaxed shoulders.</p>	<p>Stand still on one foot for 30 seconds; change feet and repeat.</p> <p>Do ten squats.</p> <p>Gallop, leading with different feet.</p> <p>Stand 2 metres away from a partner, who drops a large ball. Try to catch it after one bounce.</p> <p>Respond rapidly to 'On your marks, set, go'.</p> <p>Demonstrate running tall with relaxed shoulders, slight forward lean and good balance.</p>	<p>Stand on one foot, do five mini squats; change feet and repeat.</p> <p>Do ten deep squats.</p> <p>Combine side steps with 180-degree pivots; demonstrate forwards and backwards pivoting.</p> <p>Stand 2 metres away from a partner, who drops a tennis ball out to the side. Try to catch it after one bounce.</p> <p>Demonstrate an effective push-off from the ready position.</p> <p>Demonstrate effective running technique.</p>
	 Tactics and strategy	Modify arm actions to impact on your start.	Explain how body position affects the start.	Analyse your starts using video. Consider what you can change to improve your performance.
	 Personal and social	Observe a partner and give feedback.	Give constructive feedback to partner.	Why is it important to listen to feedback from a partner?
	 Leadership	<p>Lead a team talk about strategies to improve performance.</p> <p>Ensure all equipment necessary for the activity is prepared and in the right place.</p> <p>Why is it important to measure distances accurately?</p>	<p>Listen to a team talk led by a teammate. and make adjustments.</p> <p>Consider the adaptations to equipment you might have to make in this activity to support or challenge someone.</p> <p>Explain the strategies you have in place to ensure all sprints will be measured accurately.</p>	<p>What makes someone a good listener? In what ways do you fit this description? How could you improve?</p> <p>If a teammate runs the furthest because they had a false start, which nobody noticed, what should they do?</p>
	 Healthy lifestyle	List how this this activity improves fitness.	Which other activities will improve as a result of fitness improvements from this activity?	Choose two activities you enjoy and analyse the fitness needed to perform those activities.

POP tasks: Outdoor and adventurous: Counting cones				
Students will increase their understanding of this fundamental movement knowledge by exploring:				
OAA		Basic	Advancing	Deep
	 Movement	<p>Orientate a map of cones, so you can work out the way to go.</p> <p>Arrange some objects on your desk. Draw a desktop map. Don't write your name on it. Swap maps in the class. Can you find out which map belongs to which table?</p> <p>Follow a cone orienteering map with six cones from start to finish.</p>	<p>Orientate a map of a small part of the school grounds.</p> <p>Create a map of the classroom.</p> <p>Follow a cone orienteering map with nine cones from start to finish and complete a control card.</p>	<p>Orientate a map of a small part of the school grounds. Explain how you know it is the correct orientation.</p> <p>Design a cone orienteering course, adding in some obstacles and drawing these on the map.</p>
	 Tactics and strategy	<p>How does orientating the map help you know where to run?</p>	<p>What can you do if you lose your position on the map?</p>	<p>How can you ensure your map is always correctly orientated?</p>
	 Personal and social	<p>What do you need to do to work cooperatively with a partner?</p>	<p>How can you ensure you and your partner contribute equally?</p>	<p>What qualities do you have to demonstrate to work cooperatively with a partner? Which of those qualities do you think you have? Are there any you need to work on?</p>
	 Leadership	<p>Set out equipment as directed in the instructions.</p>	<p>Ensure equipment is set out correctly.</p>	<p>Some PE equipment has been going missing from the PE cupboard. Your teacher suspects it is because some of it is being left out after lessons and not taken back. Devise a system to ensure equipment is properly looked after.</p>
	 Healthy lifestyle	<p>What skills do you need to have to be good at orienteering?</p>	<p>How do the skills of an orienteer differ from those of a cross country runner?</p>	<p>Orienteering often appeals to people who don't like other sports and activities. Explain why you think this might be.</p>

OAA	POP tasks: Outdoor and adventurous: Team building Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Pass a hoop around your body. Walk along a bench avoiding small obstacles placed on top of it.	With a small group, pass a hoop around a circle. Work with a partner, starting at opposite ends of a bench. Walk towards each other, pass and go to the opposite end of the bench.	With a small group, pass two hoops around a circle. With a partner, demonstrate a counterbalance across a bench (hold on to each other's wrists, not hands).
	 Tactics and strategy	What do you need to do to be successful in this task?	What strategies might you have to use to ensure that everyone in the team is able to contribute ideas?	Explain why it is important to listen when teammates have something to share.
	 Personal and social	What tell-tale signs might you see if someone is struggling with this activity?	How can you support others who are finding this activity difficult?	Is it important to encourage others when taking part in this activity? Explain your answer.
	 Leadership	If you were the leader in this activity, what might you say to encourage your team, before starting the activity?	It is often said, 'There is no 'I' in team.' What do you think this means?	This type of activity is often called 'team building'. What does that mean to you and how do you think these activities achieve that?
	 Healthy lifestyle	What do you need to be able to do to take part in this activity?	What do you enjoy most when taking part in these activities?	Being healthy is not just about being physically fit. How can this activity contribute to overall health and well-being?

OAA	POP tasks: Outdoor and adventurous: Night trail			
	Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Follow guidance from a partner while wearing an eye shade.	Negotiate walking between a line of three cones following guidance from a partner while wearing an eye shade.	Walk across the hall, avoiding set-up apparatus, following guidance from a partner.
	 Tactics and strategy	Decide with your partner how often instructions need to be given.	How will you ensure your partner is not in any danger?	What are the most important factors that contribute to success in this activity?
	 Personal and social	Which aspects of this activity do you think people may find difficult?	How can you support your partner during this activity?	Investigate the use of guides in paralympic events. How do guides support the athletes? What might you learn from them?
	 Leadership	How can you ensure your partner understands your instructions?	What does 'clear instructions' mean? Give examples of when you gave clear instructions and examples of when they were not so clear.	With your partner, devise a method of communication which you could use for this activity.
	 Healthy lifestyle	Which aspects of this activity did you find challenging? How do you feel when you succeed at this challenge?	What do you need to do when you find something challenging? Give examples of strategies you have used in the past when you found things difficult. Do you feel differently when you achieve something difficult on your own as opposed to achieving it with a partner? Which do you prefer? Explain your answer.	What character traits do you think you need to demonstrate when taking part in this activity? How does achieving success while working with others impact on your mental health and well-being?

PE Assessment Milestone 2 B.A.D

