
















PE Assessment Milestone 3 B.A.D








Focus	POP Activity
Target	Short boccia
	Koolchee
	Target challenge
Tag	Peg tag
Striking and Fielding	Continuous cricket
	Mini tee golf
	Face the bowler
Net and Wall	Seated volleyball
	In the zone
	Rebound ball
Invasion	Kabaddi
	Outlet pass
	Ultimate frisbee
Gymnastics	Rhythmic gymnastics
	Vault
	Partner and group balances
Dance	Based on a traditional dance
	Mystery dance
	From different eras
Swimming	Survival skills
	Synchro
	Water polo
Athletics	Running
	Throwing
	Long jump and triple jump
OAA	River crossing
	Symbol match up
	Pitch orienteering

TARGET	POP tasks: Target: Short boccia Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Hit a variety of targets using different throwing techniques.	Throw a ball through a moving hoop.	Throw a sponge ball accurately to hit a person (below the knee), moving at different speeds and in different directions.
	 Tactics and strategy	Throw a ball into a position to defend a target. Adapt your technique depending on the progress of the game: where, how and when to throw.	Develop a strategy on where to place balls to make it difficult for an opponent. What might you do to make it difficult for the other team?	Adapt tactics of ball placement depending on the performance of opponents. Devise a strategy with your team to win this game. Justify this strategy. What factors might cause you to change your strategy during the game?
	 Personal and social	A member of your team is struggling with this game. How can you encourage them without damaging their self-esteem?	If you were struggling with this game, how would you want your teammates to support you?	Which character virtues are important when giving and receiving feedback? Cite evidence for your choices.
	 Leadership	What must you be aware of when refereeing this game?	Referee a game. What character skills did you need to demonstrate?	Why is it important to respect the referee? Does a referee gain respect because he/she has the title of referee? Find some examples of when players have been respectful or disrespectful of a referee.
	 Healthy lifestyle	What do you enjoy in this activity? Do you get nervous before playing games? What does it feel like?	Which are your favourite activities and why? Positive stress in sports can improve performance, by making you more focused and alert. Give an example of when positive stress has helped you.	Which skills do you need to have to play this game? Can these skills be transferred to any other type of game you enjoy playing? If you feel you are becoming overly stressed, what strategies might you use to manage stress? Do some research and create a guide to support others to deal with excessive stress.

TARGET	POP tasks: Target: Koolchee Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Roll a ball to hit a large moving ball, rolled out by a partner 3 metres away. Roll a ball against the wall. Move to receive the rebound.	Roll a ball to hit a medium moving ball, rolled out by a partner 3 metres away. Roll a ball at another ball coming towards you to rebound back to you.	Play 3v3 with each team behind their own line, approximately 4 metres apart. Place a large ball halfway between the teams. Place nine tennis balls in a bucket behind each line. Roll the balls at the centre ball to try and get it over the opponent's line. You can defend your line by rolling balls out to stop the ball crossing your line. If the ball crosses the line, a point is scored. Rebound a ball off a moving ball and receive the rebound consistently (eight out of ten times).
	 Tactics and strategy	When is the best time to roll the ball? Try out your ideas.	Where is the best position to roll the ball so that it rebounds to you, giving you the chance of another shot?	What factors do you have to take into account when deciding how and when to roll the ball? Explain this to a partner.
	 Personal and social	Give positive feedback to players during the game.	Why is it important to give positive feedback to others, including those who can perform better than you?	How does it feel to give positive feedback to someone who can perform better than you in this activity, even if you are a little jealous?
	 Leadership	Set up the equipment for this activity. (The only input from the teacher is to tell you which game you are playing).	Plan and deliver some practices that will improve performance in this game.	Plan and deliver the whole Koolchee lesson to a group of between eight and twelve.
	 Healthy lifestyle	We all have a little voice inside us. What does your little voice tell you about playing this game?	What might you do if your little voice is constantly telling you that you are no good at this game?	Why is positive self-talk important? Can you give an example of when you have used this?






TARGET	POP tasks: Target: Target challenge Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Hit a variety of targets using different throwing techniques.</p> <p>Work with a partner. One partner has two tennis balls, one in each hand, arms stretched out. Standing 1 metre away, demonstrating the ready position, can you catch a ball dropped by your partner before it bounces twice on the floor? Increase the distance when you are achieving the task consistently.</p> <p>Play 2v1. Two stationary players pass the ball, while one defender tries to intercept the ball.</p>	<p>Hit a variety of targets, at different distances, using different throwing techniques.</p> <p>Work with a partner. One partner has a tennis ball in each hand, arms stretched out. Standing 1 metre away, demonstrating the ready position, catch a ball dropped by your partner before it bounces twice on the floor, using both your dominant and non-dominant hand. Increase the distance.</p> <p>Play 2v1. Two players (who can move) pass the ball, while one defender tries to intercept the ball.</p>	<p>Hit a variety of targets, at different distances and levels, using different throwing techniques.</p> <p>Work with a partner. One partner has a tennis ball in each hand, arms stretched out. Standing 1 metre away, in the ready position, catch a ball dropped by your partner before it bounces twice on the floor, stepping across your body. Use your right hand to catch the ball dropped by your partner's right hand and left hand to catch the ball dropped by partner's left hand. Increase the distance.</p> <p>Play 3v1. Two players (who can move) pass the ball, while one defender tries to intercept the ball. Swap defenders regularly.</p>
	 Tactics and strategy	<p>Explain how the design of your target makes it difficult for attackers to score.</p>	<p>Choose the best time to shoot. Explain how you decide this.</p>	<p>What factors influence whether you defend your target or attack your opponents?</p>
	 Personal and social	<p>Why is it important to lose with dignity?</p>	<p>Why is it important to win with dignity?</p>	<p>A true sportsperson should leave the pitch in exactly the same way, whether he/she has won or lost. Evaluate this statement.</p>
	 Leadership	<p>Organise equipment for this activity.</p> <p>What are the main things to think about when organising a tournament for other students?</p>	<p>How might you adapt the equipment to include class members who need more support or others who need extra challenge?</p> <p>Plan a target challenge tournament for a class lower down the school.</p>	<p>Other than changing the equipment, how else might you adapt this activity to make it easier or more challenging?</p> <p>Design a checklist for running a tournament of target challenge.</p>
	 Healthy lifestyle	<p>What areas of this activity make you feel happy?</p>	<p>Which physical activities do you take part in that make you feel happy?</p>	<p>Analyse why taking part in some physical activities makes you feel happy. Give some examples.</p>

TAG	POP tasks: Tag: Peg tag Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate the ready position. Move in different directions and back to the ready position.</p> <p>A partner standing 1 metre away drops a large ball. Try to catch it before it hits the ground twice.</p> <p>Facing a partner, try to dodge around them.</p>	<p>Demonstrate the ready position. Follow commands by a partner to move quickly in different directions and return to the spot.</p> <p>A partner standing 2 metres away drops a large ball. Try to catch it before it hits the ground twice.</p> <p>Facing a partner, try to tag them.</p>	<p>Demonstrate the ready position. Follow commands by a partner to move quickly in different directions and return to the spot. Explain why the ready position is important in sport.</p> <p>Work with a partner, stand 1 metre away, facing away from them. Your partner drops a medium ball. As you hear it hit the ground, turn quickly to catch it before it hits the ground twice.</p> <p>With a partner, both with a tail (band tucked into shorts, or a tag rugby belt), try to steal each other's tail.</p>
	 Tactics and strategy	<p>Demonstrate effective positioning on the pitch to make it difficult for a player to steal a peg.</p>	<p>Demonstrate feinting to trick an opponent.</p>	<p>Analyse the game and come up with an effective strategy for stealing pegs, while protecting your own.</p>
	 Personal and social	<p>How can you make sure you don't bump into someone when playing this game?</p>	<p>What safety considerations have to be taken into account while playing this game?</p>	<p>What adaptations could you make to this activity if people were bumping into each other?</p>
	 Leadership	<p>What does playing fairly mean in this game?</p>	<p>What could you do if players were cheating?</p>	<p>What rules would you have for playing this game?</p>
	 Healthy lifestyle	<p>What kind of fitness is being developed in this game?</p>	<p>Which area of your performance in this game do you need to improve?</p>	<p>Design some practices to improve your performance in this game.</p>

STICKING AND FIELDING



POP tasks: Striking and fielding: Continuous cricket

Students will increase their understanding of this fundamental movement knowledge by exploring:

	Basic	Advancing	Deep
 Movement	Strike a ball from a friendly feed to a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running. Catch and immediately throw a ball. Throw a ball accurately at a target.	Strike a ball from a competitive feed to a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running. Catch and immediately throw a ball accurately at a target/stump posts. Use a long barrier when fielding.	Perform with a degree of automaticity the movement skills required in this game, leading to a greater ability to focus on tactics.
 Tactics and strategy	Fielders – explain how fielding positions may change during the game, dependent on the batter. Demonstrate this within a game. Batters – explain how to judge the line of the bowl and position of bounce to make the shot. Demonstrate this within a game.	Fielders – describe what a fielder should do when the ball is coming towards him/her. Show this within a game. Batters – how might a batter change stance depending on the type of bowl? Show this within a game.	Analyse the skills required of different members of a fielding team. Describe where you would place players with different talents if you were the team captain.
 Personal and social	What is meant by fair play?	Why is it important to uphold the spirit of fair play?	Research examples of players upholding and not upholding the spirit of fair play. What does your research tell you?
 Leadership	What should you do if you disagree with the official's decision?	Professional players sometimes disagree with officials' decisions. What impact does that have on younger players who are just starting out in the sport?	An Olympic softball star, Dorothy Richardson, once said, 'In sport, part of the game is accepting the umpire's call, no matter how hard that may be. Sometimes the calls go your way, and sometimes they don't.' What is your opinion on that?
 Healthy lifestyle	Describe how taking part in physical activity makes you feel.	Regular exercise and spending time outdoors are recommended as having positive benefits on mental health. Describe a time when taking part in physical activity or going out for a walk has made you feel better.	What might you do if you could see your friend was unhappy and anxious? When should you tell an adult about your concerns?

STRIKING NAD FIELDING
POP tasks: Striking and fielding: Mini tee ball






Students will increase their understanding of this fundamental movement knowledge by exploring:






	Basic	Advancing	Deep
 Movement	<p>Perform with fluency the movement skills required in this game.</p> <p>Strike a ball from a tee into a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running. Catch and immediately throw a ball.</p>	<p>Be able to run into the correct position to field a ball and catch it effectively from a variety of different levels and different amounts of force.</p>	<p>Combine the fundamental skills of chasing a ball, catching it effectively and then making the right tactical decision on what to do with the ball quickly.</p>
 Tactics and strategy	<p>Make decisions on the best place to stand to cover the space before the batter strikes the ball.</p> <p>Explain a strategy to outwit opponents while playing this game.</p>	<p>Move into a position to back up/cover when a person on a base moves to catch the ball.</p> <p>When a fielder retrieves the ball, what factors might influence the decision they make? Demonstrate quick thinking when retrieving a ball.</p>	<p>Move quickly into positions to back up bases when players are running. Communicate effectively with teammates.</p> <p>Devise a team strategy for both fielding and batting.</p> <p>During the game, take a time out and discuss any tactics which may need to be changed. Cite evidence for the proposed changes.</p>
 Personal and social	<p>Why is it important to follow the rules of the game?</p>	<p>If you break the rules of the game and no one sees you, what would you do?</p>	<p>If a professional footballer scores from what appears to be a header, but actually came off his/her hand, what should he/she do? Does the fact that he/she is a professional player impact on the decision?</p>
 Leadership	<p>Why is it important to be consistent when making decisions as a referee?</p>	<p>What character virtues make a good referee?</p>	<p>If you make a mistake while refereeing, what might you do?</p>
 Healthy lifestyle	<p>What do you like to drink after a game? How healthy is your choice?</p>	<p>What would be a good choice to drink after some moderate physical activity?</p>	<p>Does the best choice of hydration depend on the type of exercise and the weather conditions? Give some examples and cite evidence for your answers.</p>






STRIKING AND FIELDING






POP tasks: Striking and fielding: Face the bowler






Students will increase their understanding of this fundamental movement knowledge by exploring:






	Basic	Advancing	Deep
 Movement	Strike a ball using the correct technique and immediately running. Strike a ball from a friendly feed. Negotiate the cone efficiently, long step and strong push-off. Catch and immediately throw a ball. Bowl a ball using the 'pull the string' technique.	Strike a ball using the correct technique and immediately running. Strike a ball from a competitive feed. Negotiate the cone efficiently, long step and strong push-off. Catch and immediately throw a ball to the appropriate bowler. Bowl a ball using the correct technique.	Perform with a degree of automaticity the movement skills required in this game, leading to a greater ability to focus on tactics.
 Tactics and strategy	Batters – change position quickly to receive the ball at different wickets. Fielders – retrieve the ball and decide which bowler to pass to.	Batters – read the line and bounce of the ball, changing stance to get into the best position to strike the ball. Fielders – move forwards to receive the ball, having already made the decision on which is the best bowler to pass to.	Batters – manipulate all the variables to produce an accurate shot. Read the bowl and decide on the response, adapting trajectory, force and angle of bat. Fielders – make decisions on where to stand after watching the technique of the batter on the first shot.
 Personal and social	What does acting responsibly mean?	How can you demonstrate acting responsibly during the game?	Give examples of when you have acted responsibly. What did it feel like?
 Leadership	You are the referee. One team has accused the other team of cheating and they are having an argument. How might you deal with this?	You are the referee. One of your friends has described a situation in the game where the other team played unfairly. You listen to him and tell the other team you are unhappy with them. They are now angry. Was this the best way to deal with the situation. What else might you have done?	You are the referee. You realise you may have made a hasty decision by only listening to one side of the story. What might you do?
 Healthy lifestyle	If you have taken part in some sustained vigorous physical activity and are now very hungry, what would be some good food choices?	Give examples of some good and bad food choices after vigorous physical activity. Cite evidence for your ideas.	You will never be healthy if you eat cake. True or false? Explain your reasoning.






NET AND WALL	POP tasks: Net and wall: Seated volleyball Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Keep a balloon up, using a variety of body parts, with part of the back in contact with the floor.	Pass a balloon to a partner, using a variety of body parts, with part of the back in contact with the floor. (Progress to a beach ball, then a soft volleyball.)	Hit a ball over the net to a partner, using a variety of body parts, with part of the back in contact with the floor.
	 Tactics and strategy	Where is the best place to aim for to score a point?	What factors do you have to think about when deciding how hard to hit the ball?	Suggest factors that influence the decision whether to hit the ball over the net or to a teammate. Demonstrate taking these factors into account when playing a game.
	 Personal and social	What kind of conflicts might arise when playing this game?	Monitor the game carefully for any signs of conflict. What might you do if you spot any of these signs?	What character skills do you need to deal with conflict sensitively?
	 Leadership	Pick out some strengths in your team's performance.	Pick out some areas your team need to work on.	Design and implement some practices for your team to improve performance. Evaluate the impact they have on the team's performance.
	 Healthy lifestyle	Keep a diary of physical activity for a month. Evaluate how well you are following the Chief Medical Officer's guidelines for physical activity.	Design and carry out a two-week training programme to improve performance in a physical activity of choice. Evaluate the impact.	Design and implement a month-long training programme to improve performance in a net and wall game. Identify how a healthy diet can support the programme. Evaluate the impact. It is never a good idea for a young person to have an energy drink after taking part in an activity. Discuss.






NET AND WALL	POP tasks: Net and wall: In the zone Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Strike a ball with a table tennis bat in different directions and with varying degrees of force. Demonstrate a mature forehand shot.	Strike a ball with a tennis racket to hit target zones on a court. Demonstrate a mature backhand shot.	Strike a ball over a net with a tennis racket to hit four target zones on a court. Use an appropriate shot with a degree of automaticity.
	 Tactics and strategy	Aim for target zones to score points.	Aim to move an opponent around a court, making it difficult for them to return the shot.	Choose the force and direction of a shot depending on the position of the opponent. Provide evidence for the proposed changes.
	 Personal and social	Demonstrate good sportsmanship while playing a game.	If you disagree with an opponent what might you do?	Investigate the Pierre de Coubertin medal. Give some examples of who has received it and why.
	 Leadership	What might some players find difficult in this game?	How might you adapt the activity to make it easier for someone who is struggling?	How might you adapt this activity to challenge someone who is finding it easy?
	 Healthy lifestyle	Where in your local area can you play tennis?	Arrange to play tennis with a friend outside of school.	Investigate opportunities to take part in physical activity in your local area. Find an activity you might like to try out.






NET AND WALL	POP tasks: Net and wall: Rebound ball Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Throw a medium ball at the wall and catch the rebound after one bounce. Increase the distance from the wall.</p> <p>With a partner, throw a medium ball at the wall for your partner to receive. Increase the distance from the wall.</p> <p>Strike a tennis ball with the hand against a wall for your partner to strike back. Try to maintain a rally.</p>	<p>Throw a tennis ball at the wall and catch the rebound after one bounce, standing 3 metres away. Vary the heights and angles of the throw.</p> <p>With a partner, throw a tennis ball at the wall for your partner to receive. Vary the heights and angles of the throw. Increase the distance from the wall.</p> <p>Strike a tennis ball with a small bat against a wall for your partner to strike back. Try to maintain a rally.</p>	<p>Throw a tennis ball at the wall with one hand and catch it with the other, after one bounce, standing 3 metres away.</p> <p>With a partner, throw a tennis ball at the wall for your partner to receive. Use your dominant and your non-dominant hand.</p> <p>Strike a ball with a tennis racket against a wall for your partner to strike back. Time how long you can maintain a rally.</p>
	 Tactics and strategy	Where should you place the ball to make it easy for your partner to catch the ball?	What impact does the angle the ball hits the wall at make to the rebound?	What factors influence where you move to catch the ball?
	 Personal and social	When someone says 'Well done' to you and you know it wasn't a great shot, how does it make you feel?	Why is it important to give honest praise to others?	<p>What skills or characteristics would you expect to see a skilful and good sportsperson demonstrate in this game?</p> <p>Try to praise teammates when you see them demonstrating any of these skills.</p>
	 Leadership	What would you expect to see if everyone is having fun and enjoying this game?	What might you see which would suggest some people are not enjoying the game?	What might you do if you see someone is not enjoying the game?
	 Healthy lifestyle	What skills do you need to work on to improve your performance in this game?	Devise some practices to improve your performance in this game.	<p>Why is it important to work on your strengths as well as areas for improvement?</p> <p>Devise some practices to improve your all-round performance in this game.</p>






INVASION	POP tasks: Invasion: Kabaddi			
	Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Dodge effectively and efficiently through a line of cones.	Dodge in either direction to avoid an oncoming player.	Use feinting effectively to dodge a player.
	 Tactics and strategy	What might the defenders do as the time counts down?	Devise a strategy for the defending team.	Devise a strategy for the attacker. How might that strategy change as the time counts down? Weigh up the cost-benefits of this strategy.
	 Personal and social	What safety considerations need to be taken into account when playing this game?	What kind of behaviour can you demonstrate to ensure the game is played safely?	Discuss as players what will happen to someone who doesn't follow the safety rules. Come up with an idea that everyone agrees with.
	 Leadership	What adaptations could you make if players were finding this activity too difficult?	Change the activity to make it easier or more difficult.	If you win the game but it was very easy, how does it feel? Do you get a sense of personal satisfaction? Try to change the game just enough for it to be difficult but achievable. Describe the differences in how you feel at the end of the game.
	 Healthy lifestyle	Which activities do you enjoy most in PE? Give reasons for your choices.	Everyone is different. Which activities does your skill set take you towards playing?	Maybe you specialise in one sport. Why might taking the time to try other activities be good for you?






INVASION	POP tasks: Invasion: Outlet pass Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Play a passing game in your group, passing and moving to receive the ball. No movement is allowed with the ball. How many successful passes can you make in 30 seconds?	Play a passing game in your group, passing and moving to receive the ball. No movement is allowed with the ball. How many successful passes can you make in 1 minute? Vary the types of pass.	Play 'Hang on a minute'. The aim is to keep possession of a ball for 1 minute by throwing it to teammates. Play in two teams of three (one team wears bibs). One team starts with the ball and must try to keep passing for 1 minute. If the ball is dropped, it goes to the other team and the time starts again. You cannot move when you have the ball but can pivot. The defending team must use cold defence initially. Once teams are performing well at the game, warm defence may be introduced. Change possession when the time is up.
	 Tactics and strategy	Attackers – maintain possession. Defenders – use an outlet pass.	Attackers – maintain possession, disguising the intention to shoot. Defenders – What might be the tactical disadvantage of passing directly out in front of a goal?	Attackers – if the defending team have just used an outlet pass, get back into positions to defend. Defenders – What are the tactical advantages of using an outlet pass?
	 Personal and social	What does fair play look like in this game?	How can you ensure you play fairly?	How do you decide what is right or wrong in a situation? Have you ever made a decision that was right for you, but wrong for someone else?
	 Leadership	Plan a tournament and devise a league system.	Run a tournament, timing games centrally.	Run a tournament, ensuring rules are followed in each game.
	 Healthy lifestyle	Plan a warm-up specifically for this activity and deliver it to a small group.	Plan and deliver a warm-up specifically for this activity to the whole class.	Explain which activities you would include in a game specific warm-up and explain your choices. How might a warm-up for this game differ from a warm-up for a dance lesson? Design and deliver a cool-down.






INVASION	POP tasks: Invasion: Ultimate frisbee Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate effective technique in a variety of throwing skills. Catch a frisbee thrown with varying degrees of force near to the body. Demonstrate a backhand throw.	Throw accurately, with consistency, using a variety of different throwing techniques. Catch a frisbee thrown with varying degrees of force at different levels and distances from the body. Demonstrate a forehand throw.	Throw in a variety of ways accurately and consistently towards a moving target. Catch a frisbee thrown with varying degrees of force at different levels and distances from the body, while on the move. Use forehand and backhand throws with a degree of automaticity, choosing the most appropriate throw.
	 Tactics and strategy	Attack when on the ball (frisbee), pass and receive, move with the ball and shoot. Intercept the ball (frisbee).	Differentiate between on-the-ball and off-the-ball skills, e.g. Attacking: On the ball: passing and receiving, moving with the ball, shooting, feinting. Off the ball: supporting the ball carrier, moving into space, moving towards the goal. Defending: On the ball: tackling, intercepting. Off the ball: marking a player, guarding a zone. Compare and contrast the role of a defender and an attacker.	Devise a team strategy for both attacking and defending. During the game, take a time-out and discuss any tactics that may need to be changed. Cite evidence for the proposed changes. Analyse if you are best suited to the role of an attacker or a defender. Cite evidence to support your decision.
	 Personal and social	Contribute to the spirit circle in ultimate frisbee.	Explain how the notion of a professional foul fits into the concept of the spirit circle.	True or false? A spirit circle should be introduced into professional football. Cite evidence for your answer.
	 Leadership	Watch a team play and, during a time-out, give them advice on what they are doing well and what they need to improve.	Devise practices to improve the performance of a team.	Use 'Freeze frame' in a game: shout 'Stop' to the players. They must stop exactly where they are. Talk them through the choices they have at that moment in the game and decide on the best option. Be prepared to give reasons for your choice.
	 Healthy lifestyle	What is meant by a balanced diet? How might this impact on your ability to play this game?	Keep a food diary for a week. Analyse your choices.	Design and make a healthy meal.






GYMNASTICS	POP tasks: Gymnastics: Rhythmic gymnastics Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate two different circling ribbon techniques. Demonstrate two different ball techniques. Demonstrate two different hoop techniques. Perform a short routine using equipment of choice with a partner.	Perform a short gymnastics sequence to include two circling ribbon techniques. Perform a short gymnastics sequence to include two different ball techniques. Perform a short gymnastics sequence to include two different hoop techniques. Devise a routine to perform with a small group, using equipment of your choice.	Perform a short gymnastics sequence, containing movements from the five categories and three ribbon techniques, including a throw and catch. Perform a short gymnastics sequence, containing movements from the five categories and three different ball/hoop techniques. Compose an effective rhythmic sequence with a group. Cite evidence for your choices.
	 Tactics and strategy	Choose the piece of equipment you and your partner can use most effectively.	Evaluate the gymnastics movements the group can perform well. Choose the equipment group members can use effectively. Design your sequence using these moves.	As a group, create a sequence design sheet for a rhythmic gymnastics sequence. Use this to compose an effective sequence, taking into account the abilities of the group members.
	 Personal and social	How can you ensure differing abilities are included in the group?	How could you support someone in your group who is struggling?	Does the leader of the group have to be the best gymnast? What qualities should the leader of this activity demonstrate?
	 Leadership	Use video to analyse your performance with your partner. Discuss strengths and areas to be improved.	Use video to analyse your group performance. List some strengths and identify areas for improvement. Devise some practices to improve performance.	Use video to analyse your group performance. How has the choice of movements and relationship techniques impacted on the final performance? What would you tweak? Cite evidence for your choices.
	 Healthy lifestyle	Give a health reason why people might want to take part in this activity.	What are the health benefits of taking part in this activity?	Are the health benefits of rhythmic gymnastics greatest when working as part of a team or as an individual? Cite evidence for your answer.






GYMNASTICS	POP tasks: Gymnastics: Vault Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate a jump from a squat position from on top of a box or table. From a short run-up (three steps), hurdle step and squat onto a crosswise box or table.	From a short run-up (three to five steps), hurdle step and squat onto and straight off a crosswise box or table and perform a straight jump.	From a short run-up (five steps), hurdle step and squat onto and straight off a crosswise box or table and perform a straight, tuck or star jump.
	 Tactics and strategy	Choose which jump to perform when jumping off the box or table.	Decide what is the best distance to jump from when jumping onto the box or table.	What factors influence the quality of a vault?
	 Personal and social	List the safety considerations when vaulting.	Explain why safety is so important when vaulting.	Design a poster describing how to be safe when vaulting.
	 Leadership	What should a good vault look like?	Watch a partner and give a mark out of 5 for their vault. Explain your reasoning.	Devise a scoring system to judge a vault. Make a scoring sheet for others to use.
	 Healthy lifestyle	Which aspects of this activity do you find challenging and why?	What might you do if you find activities hard.	How do you feel when you give up something because it was difficult? Can you give an example of when this has happened to you?






GYMNASTICS	POP tasks: Gymnastics: Partner and group balances Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate a cat leap. Demonstrate a cartwheel. With a partner, demonstrate a partner balance, without any contact. Compose a short sequence to include three partner balances, one with contact but no weight bearing.	Demonstrate a scissor jump. Perform a cartwheel with correct technique. With a partner, demonstrate a partner balance, with contact, but no weight bearing. Compose a short sequence to include four partner balances, one with a small amount of weight bearing.	Demonstrate a split leap. Perform a double cartwheel. With a partner, demonstrate a partner balance to include some weight bearing. Demonstrate some small group balances taken from page 380. Compose a short sequence to include four partner balances, chosen from page 380 Compose a group sequence to include moves from all five movement categories, relationship techniques and group balances.
	 Tactics and strategy	Choose sensibly, from page 380, balances that you and a partner can do successfully.	Demonstrate smooth exits out of and entries into the partner balances chosen.	Compose a group sequence, making use of relationship techniques, to ensure gymnasts are all in the right place to perform the group balances.
	 Personal and social	Partner work in gymnastics involves trusting your partner. How can you demonstrate trustworthiness in this activity?	What characteristics would you want your partner to demonstrate while taking part in this activity?	What does acting responsibly mean in relation to this activity?
	 Leadership	Talk to your team and choose moves that everyone is confident with.	How could you adapt part of your partner sequence to ensure everyone can achieve?	Analyse the difficulty of your group sequence. Where are the tricky bits? What team strategies can you adopt to deal with these?
	 Healthy lifestyle	Which areas of fitness are needed to perform well in this activity?	Which areas of fitness do you need to work on to improve your performance in this activity?	Design and follow a training programme to improve your fitness in this area. Keep a record of improvements. Investigate opportunities in the community that could help you improve your performance in this activity.

DANCE	POP tasks: Dance: Based on a traditional dance Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Perform a traditional dance from another culture with accurate replication of key features.	Choose two contrasting dance types from around the world and link them into a dance performed by a small group.	Design a class dance show with the theme 'Around the world' to be performed in front of an audience. Showcase short dances from around the world, each one performed by a different group. Introduce each dance with a brief description of the dance, where it comes from and its history. As a finale, perform a whole-class short dance to include the key features from each dance.
	 Tactics and strategy	With a partner, create and practise three movements demonstrating the use of canon. With a partner, create a six-movement dance phrase to include working in unison and canon. With a partner, create a short movement phrase to include gesture.	With a partner, create a short dance to include canon, unison and gesture. Practise to ensure the different devices are clear to an audience. Perform the dance to another pair and ask if they can pick out which devices were used and when.	True or false? A well-chosen gesture can completely change the feel of a dance. Demonstrate this to an audience, using some examples.
	 Personal and social	Watch a video of a dance. Describe the costumes and lighting. Discuss with a partner how the dance makes you feel.	Watch a video of a dance. Identify any dance techniques you recognise. Explain the impact they had on the dance.	Watch a video of a dance. Explain what you think the choreographer was trying to achieve. Cite evidence for your ideas. With a partner, or small group, discuss how the dance made you feel. Explain the techniques you think the choreographer used to achieve this.
	 Leadership	Plan and deliver a dance activity.	Describe what it feels like to be in a position of telling others what to do. Is this something you like to do? Why or why not?	How well do you take directions from others? If you disagree with the guidance of your leader, how do you typically respond?
	 Healthy lifestyle	Choose a physical activity or game you enjoy and play it with your friends during playtime or lunchtime.	Find out about clubs available in school. Attend an extra-curricular club in a physical activity you enjoy.	Research opportunities in the local community to take part in a physical activity you enjoy.

DANCE	POP tasks: Dance: Mystery dance Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate ten movements from the cards provided, to include the five key actions.	Choose at least ten actions from the cards provided and link them together fluently into a short dance. Demonstrate actions from the five areas.	Compose and perform a short dance around a theme of your choice. Choose actions from all of the five areas. Perform your dance for a partner. Explain and cite evidence for your choice of actions and movement adaptations.
	 Tactics and strategy	Modify actions using dynamics from the cards provided. Modify actions using spatial aspects from the cards provided. Work with a partner to modify actions using relationship aspects from the cards provided. Analyse the impact of all the changes.	In a small group, create a dance linking to a topic you are studying in another curriculum area. As a group, suggest an area of the dance which could be enhanced and refine it.	In a small group, create a dance reflecting a current theme of your choice, e.g. global warming, recycling. Evaluate the most effective parts of the dance and cite evidence for your choice.
	 Personal and social	Is it easy or difficult for you to admit when you need help from others? Can you think of a time when you needed help but were afraid to ask for it?	What do you need to be aware of when trying to help others to improve their performance? Give examples of when you have done this well and other times when you wish you had done it differently.	How do you deal with feeling jealous of others when they have achieved something you haven't? Is it possible to be publicly proud of friends when on the inside you are jealous? Explain your viewpoint.
	 Leadership	What are some important qualities of a leader?	What is the most important quality of a leader? Explain your choice.	In your group of friends, who demonstrates the best leadership ability? Cite evidence to support your choice.
	 Healthy lifestyle	List areas of fitness you need to improve. Describe your physical activity levels in relation to the Chief Medical Officer's (CMO) guidelines.	Design a plan to improve your fitness. Produce a graph demonstrating your daily physical activity levels. Use this information to ensure you achieve the CMO's guidelines.	Design a plan to improve your fitness in relation to a specific activity. Running a mile a day is enough to keep someone healthy. True or false?

DANCE	POP tasks: Dance: From different eras Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Perform a basic cha cha step. Perform a basic salsa step. Perform a basic hand jive. Perform a basic popping routine, using arms only. Create a short armography routine.	With a partner, choose and perform your favourite dance from across the eras. With a partner, devise a short popping routine, performed in unison. In a small group, compose a short dance with a section of armography.	In a small group, perform a short dance to showcase three contrasting dances from across the eras. Use suitable props if available. In a group of eight, devise a popping routine for all dancers to be performed in unison. Then perform two different routines in groups of four. One group performs while the other is frozen, then the other group performs. Finish with the whole group routine again. Compose a short dance to include three sections of armography, linked with other street dance techniques.
	 Tactics and strategy	Take into account the abilities of the whole group when deciding which dances to choose.	Choose three dances to have the maximum impact on an audience.	Decide on the front of the dance and choreograph the dance to have the most impact on the audience. Decide on the positioning of dancers for each section.
	 Personal and social	What does it mean to work as a team?	Consider whether the leader of a group, when selecting members of the group, should be able to exclude those he/she doesn't like.	What can you do to ensure everyone is happy and working to the best of their abilities in a group?
	 Leadership	What could you do to help a group member who is struggling? Make a list of the favourite dances of your classmates.	True or false? If someone in your group is unhappy, you should immediately tell the teacher. Decide which were the most enjoyable dances to perform in a group. Discuss what you think may be the reasons for this.	Consider what your greatest achievement was as part of a group in a dance, and what made it great. Think about which other activities your classmates might enjoy. Cite evidence for your choices.
	 Healthy lifestyle	Which aspects of these activities did you find challenging? What did you do to overcome the challenges?	If you find something difficult, you should try to find a different activity. True or false?	Describe the impact physical activity has on physical and mental well-being. Cite evidence to support your views.






SWIMMING	POP tasks: Swimming: Survival skills Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Demonstrate three ways of entering the water.</p> <p>Demonstrate sculling.</p> <p>Enter the water safely and scull or tread water for a few minutes.</p> <p>Enter the water safely in a T-shirt and trousers and scull or tread water for a few minutes.</p> <p>Work with a group to demonstrate the huddle position, with one buoyancy aid each.</p>	<p>Demonstrate three ways of entering the water and explain the scenarios in which you would use different techniques.</p> <p>Demonstrate sculling in different directions.</p> <p>Enter the water safely and scull or tread water for a few minutes, while shouting and signalling for help.</p> <p>Explain why the Water Safety Code suggests waving one arm only.</p> <p>Enter the water safely in a T-shirt and trousers and scull or tread water for a few minutes, while shouting and signalling for help.</p> <p>Work with a group to demonstrate the huddle position, with one buoyancy aid between two.</p>	<p>Demonstrate four ways of entering the water and explain under what circumstances it is better not to enter the water.</p> <p>Demonstrate sculling in a variety of directions and explain why the ability to scull is important.</p> <p>Demonstrate the Heat Escape Lessening Position and explain why this position is used.</p> <p>Enter open water safely in a T-shirt and trousers and scull or tread water for a few minutes, while shouting and signalling for help.</p> <p>Work with a group to demonstrate the huddle position, without buoyancy aids.</p>
	 Tactics and strategy	<p>Choose the best way of entering the water.</p> <p>Describe how to retain heat when in cold water.</p>	<p>Compare different ways of entering the water.</p> <p>Explain how to choose between the HELP and the huddle position.</p>	<p>What factors influence your choice of how to enter the water?</p> <p>Analyse the factors to be taken into account when someone gets into trouble in water.</p>
	 Personal and social	<p>What might you do if someone you are trying to help in the water is starting to panic?</p>	<p>Why is it important to remain calm if you or someone else falls into the water?</p>	<p>If you found yourself in this situation, who would you prefer to have with you and why?</p>
	 Leadership	<p>What is the first thing you would do if faced with a situation where someone had fallen into a river or lake?</p>	<p>What qualities would you want to demonstrate if you were faced with a situation where someone had fallen into a river or lake and why?</p>	<p>If you were with a group of friends and saw someone fall into a canal, would you prefer to be the leader of the group or a follower? Why? Would this preference change in a different scenario?</p>
	 Healthy lifestyle	<p>Describe the Water Safety Code.</p>	<p>Explain what you would do if you fell into a river while playing.</p>	<p>Using information from other sources as well as the Water Safety Code, create a guide or poster on how to be safe around water.</p>






SWIMMING	POP tasks: Swimming: Synchro Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Scull in different directions. Perform the egg beater for 10 seconds. Perform a back layout. Perform the tuck position. Work in a small group to perform a sequence with five movements.	Perform a sailboat position. Perform the tub position and complete a 360-degree surface rotation. Perform the egg beater for 15 seconds. Work in a small group to perform a sequence with six movements, demonstrating the use of the movement adaptations to add interest.	Perform a sailboat position on alternate legs. Perform a somersault back tuck. Compose a group sequence to music, using a variety of figures and different movement patterns in the water.
	 Tactics and strategy	Choose figures the whole group can perform well.	Compose a sequence with smooth transitions from one shape to another.	Research some video of synchronised swimming routines and use these for inspiration.
	 Personal and social	What are the safety considerations in synchronised swimming?	How can you ensure the safety of the group you are working with?	Discuss as a group how you will work together to ensure everyone is safe.
	 Leadership	Adapt activities to suit the whole group.	Ensure everyone is comfortable with the figures and group shapes chosen.	Rank figures in terms of the performance of every member of the group. Use this information to compose a sequence which will showcase the best qualities of the group as a whole.
	 Healthy lifestyle	Rank the activities you enjoy and those that you find challenging. Do you feel differently when participating in something you enjoy compared to something you find challenging.	Rank the activities you enjoy and those that you find challenging. Identify and explain reasons for your ranking. How does participating in physical activity impact on your mental health?	If you find something you are good at, you should just stick to that activity. True or false? Cite evidence for your decision. Why is it important to look after mental and emotional as well as physical health? What might you do if you or a friend felt really unhappy?

SWIMMING

POP tasks: Swimming: Water polo

Students will increase their understanding of this fundamental movement knowledge by exploring:





	Basic	Advancing	Deep
 Movement	<p>Swim while tapping a ball in front of you.</p> <p>Throw and catch a ball with a partner, while stationary.</p> <p>Throw and catch a ball in a small group without touching the bottom of the pool.</p> <p>Demonstrate the egg beater technique.</p>	<p>Swim while tapping a ball in front of you and maintain control.</p> <p>Throw and catch a ball, using the correct technique of one-handed throw and two-handed catch.</p> <p>Throw and catch a ball in a small group, while treading water.</p> <p>Time how long you can tread water without touching the bottom of the pool.</p> <p>Tread water for 1 minute using the egg beater technique.</p>	<p>Swim through a line of players, while tapping a ball in front of you.</p> <p>Throw to and receive a ball from a partner, while swimming.</p> <p>Progress up the pool from one end to the other, passing a ball in a small group, while treading water.</p> <p>Swim the length of the pool, stop three times while swimming and perform the eggbeater technique for 30 seconds before swimming on.</p>
 Tactics and strategy	<p>When your team are attacking and you haven't got the ball, where is the best position to swim to?</p>	<p>When your team is defending, where is the best position to be: in front of or behind an opponent? Justify your choice.</p>	<p>Your opponents have a very good player, who scores every time he/she receives the ball. What game strategy might you employ? Cite evidence for your choices.</p>
 Personal and social	<p>One of the players is getting very close to others when he/she is defending and some of them are now frightened of getting the ball. What might you do?</p>	<p>A player on your team is finding it difficult to get past a very big defender. He/she gets so frustrated he/she pushes the defender out of the way. What do you do? Should you support your teammate?</p>	<p>Phil Jackson, a famous basketball coach, once said something like: 'The strength of the team is each individual member. The strength of each member is the team.' What do you think he meant by this? How can you use this idea when sorting out disputes in this game?</p>
 Leadership	<p>During team talks, point out something your team are doing well and something they could work on.</p>	<p>Analyse your team's performance. Make a list of strengths and areas to work on.</p>	<p>Devise a training programme to improve your team's performance. Take into account teamwork as well as physical performance.</p>
 Healthy lifestyle	<p>Make a list of what you might drink after taking part in sustained physical activity.</p>	<p>What is the best thing to drink after taking part in sustained, physical activity? Explain your choice.</p>	<p>What factors should you take into account when choosing what to drink after taking part in sustained, physical activity?</p>






ATHLETICS	POP tasks: Athletics: Running Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Demonstrate jogging with good technique. Pass a baton to a partner, while jogging. Run without stopping for at least 3 minutes. Run/walk a mile; record how long it takes.	Demonstrate jogging with good technique, running for increased periods of time. Keep track of improvements. Pass a baton to a partner, inside a marked-out relay box (10 metres) while running at a moderate speed. Run without stopping for at least 4 minutes. Improve your time for 1 mile by 10 seconds.	Demonstrate effective changes of pace when running. Demonstrate good technique in passing a baton at speed, with four members in a team over a distance of approximately 100 metres. Batons must be exchanged within a relay box. Run without stopping for at least 6 minutes. To improve a time in running, you just need to do more running. True or false? Try out your ideas.
	 Tactics and strategy	Decide when is the best time to run, when receiving a baton.	In teams of six, work out how to run the fastest time for a relay of approximately 200 metres. Record the times for each of your attempts. (This might be over a few weeks.) Explain your strategy.	On average, Mo Farah runs a lap of the track (400 metres) during a 10,000 metre race in around 66 seconds. Measure out 400 metres (if possible; if not, 200 metres and reduce the time to 33 seconds). Devise a way of beating his time. You can have as many people in your team as you think necessary. You don't need to pass a baton.
	 Personal and social	Explain how you can work together as a team to perform this task.	Suggest ideas for a team contract.	What is more important: teamwork or talent?
	 Leadership	What activities could improve performance in this activity?	Design a training programme, and follow it, to increase the length of time you can spend running at a consistent pace.	Design and implement a training programme to improve the performance of the whole team. Investigate ways of evaluating the impact.
	 Healthy lifestyle	Why is it important to be able to run for a sustained length of time? What foods might help your performance in running?	What other activities could you do to sustain activity over a period of time? Is it good to drink an energy drink after running?	What can you do to improve your ability to sustain exercise for a period of time? If I am very physically active I can eat what I want. Discuss and cite evidence for your response.






ATHLETICS






POP tasks: Athletics: Throwing






Students will increase their understanding of this fundamental movement knowledge by exploring:

	Basic	Advancing	Deep
 Movement	<p>Make a circle of cones around you; pick up the cones as quickly as possible without moving from the spot.</p> <p>Demonstrate pivoting 90 degrees clockwise and 90 degrees anti-clockwise at speed.</p> <p>Demonstrate a front support (plank) position.</p> <p>Demonstrate effective technique in a standing push throw/pull throw/sling throw.</p>	<p>Working with a partner, make a 10-metre circle of cones of different colours. Stand in the centre of the circle. When your partner says a colour, run to the cone, touch it and return to the centre. Repeat five times each and then swap.</p> <p>Demonstrate pivoting 180 degrees clockwise and 180 degrees anti-clockwise at speed.</p> <p>Hold a front support (plank) position for 15 seconds.</p> <p>Demonstrate a back support position.</p> <p>Demonstrate accuracy in a push throw.</p> <p>Demonstrate throwing for distance in a pull throw/sling throw.</p>	<p>Demonstrate a 90-degree pivot, followed by a 180 degree pivot at speed, in both directions.</p> <p>Hold a front support (plank) position for at least 30 seconds.</p> <p>Hold a back support position for at least 15 seconds.</p> <p>Combine accuracy and distance in a push throw.</p> <p>Demonstrate a pivot in a pull throw/sling throw.</p>
 Tactics and strategy	<p>Explain the best body position for an effective throw.</p>	<p>The higher you throw the object, the further it will go. True or false?</p>	<p>Analyse the best height at which to release the object. Use video evidence to prove your point.</p>
 Personal and social	<p>Watch a partner and tell them something they were good at.</p>	<p>How does it feel when you praise someone for their performance, when they can throw further than you?</p>	<p>Is it ever right to praise someone for doing something that is a class expectation? For example, if a class member never brings their kit, should they be praised when they do, even though everyone else brings it every week?</p>
 Leadership	<p>Set up the equipment for the activity.</p> <p>Ask class members which other activities they might like to try.</p>	<p>Give clear instructions, especially around safety.</p> <p>Conduct a survey of which activities others would like to try and draw up a list of the top five activities chosen.</p>	<p>Where should someone who throws left-handed be in the line of throwers?</p> <p>If someone performs well in these activities, which other activities might they be good at?</p>
 Healthy lifestyle	<p>Which muscles are used in this activity?</p> <p>Describe some warm-up activities to focus on those muscles.</p>	<p>What should be the structure of a warm-up?</p> <p>Design and deliver a warm-up for this activity to a small group.</p>	<p>Why is warming up and cooling down important? Design a booklet, with a warm-up and cool-down for this activity.</p>

ATHLETICS	POP tasks: Athletics: Long jump and triple jump Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	<p>Catch a ball thrown by a partner, while performing a seated balance with feet off the floor.</p> <p>Stand on one leg and perform five mini squats with eyes shut. Change foot and repeat.</p> <p>Jump from two feet to two feet, backwards and forwards, in a steady rhythm.</p> <p>Perform a standing long jump, two feet to two feet. Measure the distance.</p>	<p>Perform a seated balance with straight legs (V sit) for 10 seconds.</p> <p>Stand on one leg and perform five mini squats on an unstable surface, e.g. a wobble board.</p> <p>Jump from two feet to two feet backwards and forwards over a low obstacle, in a steady rhythm.</p> <p>Increase the distance of your standing long jump by 10 cm.</p>	<p>Perform a seated balance with straight legs (V sit) on an unstable surface, e.g. a wobble board.</p> <p>Stand on one leg and perform five mini squats on an unstable surface, e.g. a wobble board, with eyes shut.</p> <p>Jump from two feet to two feet, performing quarter turns, alternating between clockwise and anti-clockwise.</p> <p>Choose a take-off leg and perform a one foot to two feet jump.</p>
	 Tactics and strategy	<p>Choose the best way to use arms to increase the distance jumped.</p>	<p>Choose a three-step or five-step run-up to improve performance.</p>	<p>What can you change in your technique to improve your distance?</p>
	 Personal and social	<p>Why is it important to say what you are thinking, when working as part of a team?</p>	<p>When and in what ways are you willing to speak out in order to voice your opinion?</p>	<p>Is it easier to be kind or mean? Give examples of when you have been both.</p>
	 Leadership	<p>Set up equipment to measure and record results.</p> <p>What activities would be suitable for a warm-up for this session?</p>	<p>Make a recording sheet for your group. Write down everyone's distances.</p> <p>Plan and deliver a warm-up to a small group for this lesson.</p>	<p>How will you ensure the measuring of jumps is fair?</p> <p>How would a warm-up for this activity be different from one for a gymnastics lesson?</p>
	 Healthy lifestyle	<p>List some physical activities you enjoy and some you find challenging.</p>	<p>Rank physical activities in terms of those you enjoy and those you find challenging. Give reasons for your choices.</p>	<p>Ability is genetic. If you find an activity challenging, you cannot improve your performance. Discuss. Give an example of when and how you have improved your ability in a physical activity.</p>

OAA	POP tasks: Outdoor and adventurous: River crossing Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	With a variety of coloured floor markers spread around the space, get from one end of the space to the other by stepping on the floor markers. If you touch the ground you have to go back to the start.	With a variety of coloured floor markers spread around the space, get from one end of the space to the other by stepping only on to a single colour of floor markers. If you touch the ground you have to go back to the start. Devise a way of crossing a space (the Amazon) with a team, using floor markers as stepping stones. There are five in a team, and three floor markers. One member of the team is wearing an eye mask. Work out a team strategy to get this person across the Amazon. They cannot be left by themselves on either side of the river.	With a variety of coloured floor markers spread around the space, get from one end of the space to the other by stepping on the floor markers. Avoid being tagged by two defenders in the space. If you touch the ground or are tagged, you have to go back to the start. Devise a way of getting a team of five across a space (the Amazon) using only three stepping stones. They must also take a dog, a hen and a bag of grain with them. Only one item can be taken at a time. If the dog is left with the hen, it will eat it. If the hen is left with the grain it will eat it.
	 Tactics and strategy	Where is the best spot to place the floor markers?	Devise a team strategy before starting the activity.	What factors have to be taken into account to succeed at this challenge?
	 Personal and social	What does 'compromise' mean? How might you have to compromise in this activity?	For a group or team to be successful, what characteristics do individual team members need to demonstrate?	You are the leader in this activity. Some of your friends are in your team and as you feel most comfortable with them, you tend to listen to them the most. Some other team members are offended as you aren't working with them. What will you do?
	 Leadership	List the rules for this activity.	How can you make sure everyone follows the rules?	What will you do if someone breaks the rules?
	 Healthy lifestyle	How does core stability impact on your ability to take part in this game?	How good is your core stability? List some activities that will improve core stability.	Core stability is an essential component of all physical activities. True or false? Cite evidence for your answer.

OAA	POP tasks: Outdoor and adventurous: Symbol match-up			
	Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Run at speed. Draw a map of part of the playground using symbols.	Demonstrate acceleration and deceleration. Draw a map of the playground using symbols.	Demonstrate agility in stopping and starting quickly and changing levels. Using an aerial photograph, draw a map of somewhere in your local area.
	 Tactics and strategy	Run at a pace that means you can stop efficiently.	Adapt your speed depending on where you are in the run.	Decide on a strategy of which cones to visit first to ensure you don't visit the same cone twice.
	 Personal and social	What will you do if you think someone has wrongly picked up the card that matches yours?	What strategies do you have to ensure that your opinion is heard in case of disagreements?	Would you prefer to work with someone who always agrees with you, or someone who is ready to challenge you?
	 Leadership	Set up equipment quickly and efficiently without direction from the teacher.	List some areas where others may struggle in this game. Could you provide some alternative equipment to help with this?	Do an inventory of equipment in the PE cupboard. Check on this regularly to ensure equipment is being looked after.
	 Healthy lifestyle	Write a list of physical activities you enjoy.	Find out what opportunities there are to take part in physical activities in your local area.	Visit an orienteering course in the local area and have a go.

OAA	POP tasks: Outdoor and adventurous: Pitch orienteering Students will increase their understanding of this fundamental movement knowledge by exploring:			
		Basic	Advancing	Deep
	 Movement	Sustain running at an even pace.	Sustain running on a variety of terrain at an even pace.	Sustain running on a variety of terrain while reading a map.
	 Tactics and strategy	Orientate a map correctly.	Change the orientation of the map at different points on the course.	Use thumbing of the map (putting your thumb on your location on the map) to maintain the correct orientation.
	 Personal and social	How can you be sure everyone in your team is comfortable working with each other?	One of your team is getting frustrated as another team member is going slowly. What might you do?	What is easier: being kind or mean? Give examples of when you have been both.
	 Leadership	Set up a small orienteering course on a netball pitch.	Design a pitch orienteering activity of your own. Draw and print maps for others to try.	Plan an orienteering festival for other students in school.
	 Healthy lifestyle	Which aspects of this activity do you find challenging and which do you enjoy the most?	How does it feel when you overcome challenges?	An American writer said 'Adversity causes some men to break, others to break records.' Evaluate that statement. Can you give examples of when you have tried really hard and achieved something you initially thought you couldn't? How did that feel?

PE Assessment Milestone 3 B.A.D

