



St. Thomas'

CofE PRIMARY ACADEMY

*Learning for life with Jesus*



PE Learning Journey  
2025/ 2026

# Intent, Implementation and Impact

*Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.*

## Intent

All areas of our curriculum are underpinned by our Gospel values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum and it is through this knowledge that children apply their skills. Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Thomas' PE learning journey is to inspire all pupils to experience and engage in a broad range of competitive sport and other physically demanding activities. We focus on developing the skills, knowledge and understanding that children need to make a positive impact on their own physical health and well-being. We want all pupils to understand the importance of health and fitness as a fundamental life skill and experience the benefits of social interaction, teamwork, and cooperation. As they progress, we aim to ensure pupils develop a sense of resilience and determination and build on their self-esteem and confidence. We want all children to gain a positive attitude and understanding of the importance of living healthy, active lifestyles.

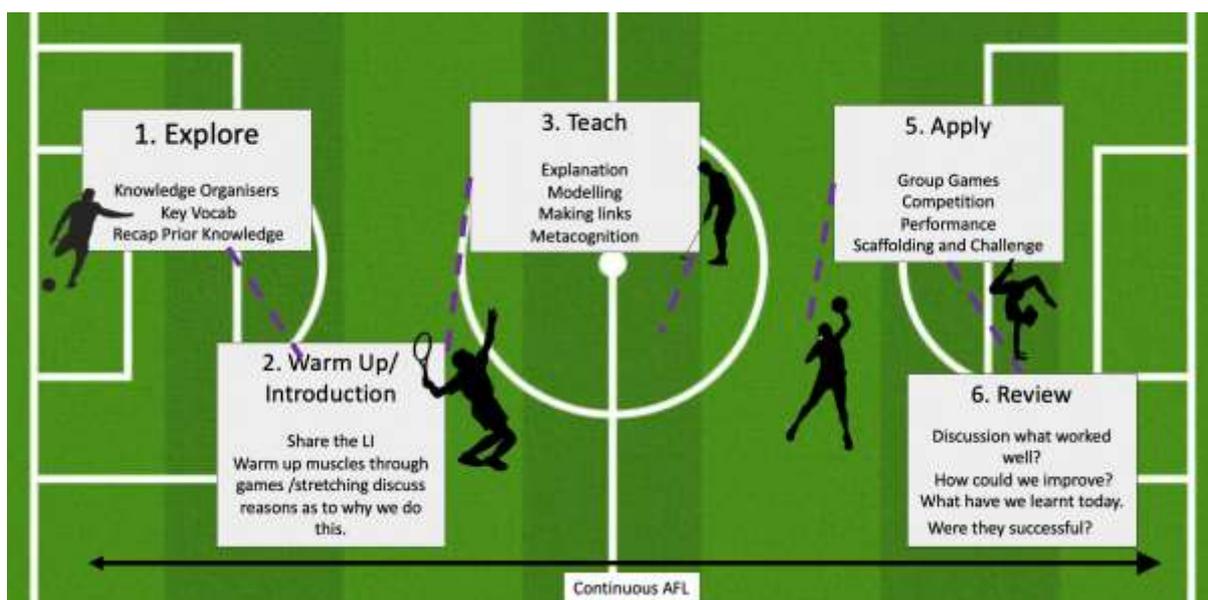
Our PE lead in school is Miss M Haycock



## Implementation

St Thomas' PE Learning Journey focuses on a spiral curriculum model is followed where previous skills and knowledge are revisited and built upon. Over the course of the journey children will focus on both declarative and procedural knowledge. Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health, and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game

PE is taught for 2 session each week with a total of at least 90minutes in KS1 and 2 hours in KS2. At the start of each unit of work, children are introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. During the lesson, the learning intention is shared with the children and the activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. Each lesson follows the following sequence:



In PE, work is recorded through saving videos of practical activities at the end of a topic onto the PE TEAMS channel in year group folders for monitoring and sharing purposes.

As outlined in the Ofsted PE review, our learning journey focuses on the three pillars of progression that develop competence to participate, that PE. These are:

- motor competence - knowledge of the range of movements that become increasingly sport- and physical activity-specific

- rules, strategies and tactics - knowledge of the conventions of participation in different sports and physical activities
- healthy participation - knowledge of safe and effective participation

The school also raises the profile of PE across the school through opportunities to join various extra-curricular PE sessions and the school regularly takes part in local sporting competitions and events.

## EYFS

As part of Development Matters (2021), PE is taught in relation to Physical Development. Children in EYFS have a formal 45-minute taught session of PE a week, where we follow School's PE learning journey. Children also have access throughout the week to continuous provision activities and enhanced provision activities which promote fine and gross motor development. This can be seen outside through activities such as climbing, digging, mixing in the mud kitchen, throwing and catching, obstacle courses, building. This can also be seen inside through our Funky Fingers enhanced provision and other fine motor activities such as cutting, hole punching, pencil control, threading and use of pipettes and tweezers.

EYFS also take part in daily dough disco exercises which promote finger strength.. Nursery take part in 'Dough Disco' sessions for 10 minutes three times per week. For Reception, this is used as a targeted intervention for children who need extra support with their core and arm strength as a pre-requisite to writing. The foundation stage follows the journey in the following sequence:



### Reception Theme Subject Journey



#### Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

#### Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

#### Practise

Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

#### Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

#### Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



## Impact

In addition to the outcomes shown on our curriculum tree the specific impact of the St Thomas' PE Learning Journey is that children will be:

- Children to develop fundamental skills and apply them to a variety of sports and activities.
- Children are provided with opportunities to develop skills and to achieve their personal best.
- Children are encouraged to be physically active and this has positive implications on their learning in the classroom.
- Children understand how to lead a healthy lifestyle and understand the importance of exercise.
- Children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

## PE Annual Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Introduction to PE	Ball Skills	Gymnastics	Dance	Fundamentals	Games
<b>Year 1 Session 1</b>	Indoor Fundamentals	Indoor Yoga	Indoor Dance	Indoor Gymnastics	Indoor Dance	Outdoor Athletics
<b>Year 1 Session 2</b>	Outdoor Fundamentals	Outdoor Ball Skills	Outdoor Sending and receiving	Outdoor Invasion	Outdoor Net and Wall	Outdoor Striking and Fielding
<b>Year 2 Session 1</b>	Indoor Yoga	Indoor Fitness	Indoor Dance	Indoor Gymnastics	Indoor Dance	Outdoor Athletics
<b>Year 2 Session 2</b>	Outdoor Swimming	Outdoor Fundamentals	Outdoor Sending and receiving	Outdoor Invasion	Outdoor Net and Wall	Outdoor Striking and Fielding

<b>Year 3 Session 1</b>	Indoor Dodgeball	Indoor Dance	Indoor Gymnastics	Indoor Yoga	Outdoor Cricket	Indoor Dance
<b>Year 3 Session 2</b>	Outdoor Swimming	Outdoor Ball skills	Outdoor Netball	Outdoor Football	Outdoor Rounders	Outdoor Athletics
<b>Year 4 Session 1</b>	Indoor Dance	Indoor Gymnastics	Indoor Handball	Indoor Dance	Outdoor Rounders	Outdoor Cricket
<b>Year 4 Session 2</b>	Outdoor Swimming	Outdoor Hockey	Outdoor Tennis	Outdoor Basketball	Outdoor Athletics	Outdoor OAA
<b>Year 5 Session 1</b>	Indoor Dance	Indoor Gymnastics	Indoor Badminton	Indoor Dance	Indoor Dodgeball	Outdoor Cricket
<b>Year 5 Session 2</b>	Outdoor Swimming	Outdoor Hockey	Outdoor Basketball	Outdoor Tag Rugby	Outdoor Rounders	Outdoor Athletics
<b>Year 6 Session 1</b>	Indoor Tennis	Indoor Dance	Indoor Gymnastics	Indoor Volleyball	Indoor Yoga	Indoor Dance
<b>Year 6 Session 2</b>	Outdoor Swimming	Outdoor Handball	Outdoor Hockey	Outdoor OAA	Outdoor Football	Outdoor Athletics

*NB: Swimming is taught from year 2 upwards as part of the PE curriculum at varying points of the year and thus the timing may not match the overview above. This provision is provided by Time4Sport onsite.*

*Our dance curriculum is taught by our specialist dance teacher - Mr R Case*

# Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>• Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>• Differentiated tasks</li> <li>• Visual supports</li> <li>• Word banks/phonic maps</li> <li>• Pre-teaching of vocabulary</li> <li>• Teaching of key skills</li> <li>• Timers and chunked activities</li> <li>• Use of different practical resources (larger balls etc)</li> <li>• Allow extra time to process instructions and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching language</li> <li>• Visuals to support</li> <li>• Social stories</li> <li>• Now/Next</li> <li>• Increased focus on Oracy and developing talk opportunities</li> <li>• Thinking time</li> <li>• Explicit instructions</li> <li>• Makaton signs</li> <li>• Steps to success (one task at a time)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain and movement breaks</li> <li>• Calmbrain</li> <li>• Reward time</li> <li>• Reflection areas (weighted blankets)</li> <li>• Sensory/fidget toys</li> <li>• Sit near to the teacher</li> <li>• Steps to success (one task at a time)</li> <li>• Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Own learning space (workstation)</li> <li>• Brain breaks</li> <li>• Fidget toys</li> <li>• Adapted resources (larger balls etc)</li> <li>• Alternative methods of recording</li> <li>• Use of a sensory areas (tent)</li> <li>• Chew buddies</li> </ul>

## Progression in Knowledge and Skills for:

- Athletics
- Ball Skills
- Dance
- Fitness
- Fundamentals
- Gymnastics
- Invasion Games
- Net and Wall Games
- Outdoor and Adventurous
- Striking and Fielding
- Swimming
- Target Games
- Yoga



## Skills

# Athletics Progression Ladder



## Knowledge

**Running:** demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.  
**Jumping:** develop power, control and technique in the triple jump.  
**Throwing:** develop power, control and technique when throwing discus and shot put.

Year 6

**Running:** understand that I need to prepare my body for running and know the muscle groups I will need to use.  
**Jumping:** understand that a run up builds speed and power and enables me to jump further.  
**Throwing:** understand that I need to prepare my body for throwing and know the muscle groups I will need to use.  
**Rules:** understand and apply rules in events that pose an increased risk.

**Running:** apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  
**Jumping:** explore technique and rhythm in the triple jump.  
**Throwing:** Develop technique and power in javelin and shot put.



Year 5

**Running:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.  
**Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps.  
**Throwing:** know how to transfer my weight in different throws to increase the distance.  
**Rules:** understand and apply rules in a variety of events using official equipment.

**Running:** develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.  
**Jumping:** develop technique when jumping for distance.  
**Throwing:** explore power and technique when throwing for distance in a pull and heave throw.

Year 4

**Running:** understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.  
**Jumping:** understand that transferring weight will help me to jump further.  
**Throwing:** understand that transferring weight will help me to throw further.  
**Rules:** know and understand the rules to be able to manage our own events.

**Running:** develop the sprinting technique and apply it to relay events.  
**Jumping:** develop technique when jumping for distance in a range of approaches and take off positions.  
**Throwing:** explore the technique for a pull throw.

Year 3

**Running:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  
**Jumping:** know that if I jump and land in quick succession, the momentum will help me to jump further.  
**Throwing:** understand that the speed of the movement helps to create power.  
**Rules:** know the rules of the event and begin to apply them.

**Running:** develop the sprinting action.  
**Jumping:** develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.  
**Throwing:** develop overarm throwing for distance.



Year 2

**Running:** know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  
**Jumping:** know that swinging my arms forwards will help me to jump further.  
**Throwing:** know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.  
**Rules:** know how to follow simple rules when working with others.

**Running:** explore running at different speeds.  
**Jumping:** develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.  
**Throwing:** explore throwing for distance and accuracy.



Year 1

**Running:** understand that if I swing my arms it will help me to run faster.  
**Jumping:** know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.  
**Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further.  
**Rules:** know that rules help us to play fairly.



**Running:** explore running and stopping safely.  
**Jumping:** explore jumping and hopping safely.  
**Throwing:** explore throwing to a target.

Ball Skills Unit 1 & 2

EYFS

**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  
**Jumping:** know that bending my knees will help me to land safely.  
**Throwing:** understand that bigger targets are easier to hit.  
**Rules:** know that rules help us to stay safe.

Games Unit 1 & 2

Fundamentals Unit 1 & 2



## Skills

# Ball Skills Progression Ladder

## Knowledge



**Sending:** show good technique when sending a ball with increasing control, accuracy and consistency under pressure.  
**Catching:** demonstrate increasing consistency of catching under pressure in a variety of game situations.  
**Tracking:** demonstrate a wider range of techniques when tracking a ball under pressure  
**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.

Year 6

**Sending:** understand and make quick decisions about when, how and who to pass to.  
**Catching:** know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.  
**Tracking:** know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.  
**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

**Sending:** demonstrate clear technique when sending a ball under pressure.  
**Catching:** demonstrate good technique under pressure.  
**Tracking:** demonstrate a range of techniques when tracking and collecting a ball.  
**Dribbling:** dribble with some control under pressure.

Year 5

**Sending:** know that controlling a ball before sending it will allow me to send it accurately.  
**Catching:** understand when to use different types of catching.  
**Tracking:** know that tracking a ball will help me to collect/stop/receive it quickly and successfully.  
**Dribbling:** know that dribbling in different directions will help me to lose a defender in game situations.

### All Y5 & 6 Games Units

**Sending:** accurately use a range of techniques to send a ball to a target.  
**Catching:** catch different sized objects with increasing consistency with one and two hands.  
**Tracking:** consistently track a ball sent directly and indirectly.  
**Dribbling:** dribble a ball with increasing control and co-ordination.



Year 4

**Sending:** know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.  
**Catching:** know to adjust my hands to the height of the ball.  
**Tracking:** know that tracking a ball is an important skill used in games activities and be able to give examples of this.  
**Dribbling:** know that dribbling with soft hands/touches will help me to keep control.

**Sending:** send a ball with accuracy and increasing consistency to a target.  
**Catching:** catch a range of objects with increasing consistency.  
**Tracking:** track a ball not sent directly.  
**Dribbling:** dribble a ball with hands and feet with control.

Year 3

**Sending:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  
**Catching:** know to move my feet to the ball.  
**Tracking:** know that using a ready position will help me to react to the ball.  
**Dribbling:** know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

**Sending:** roll, throw and kick a ball to hit a target.  
**Catching:** develop catching a range of objects with two hands. Catch with and without a bounce.  
**Tracking:** consistently track and collect a ball being sent directly.  
**Dribbling:** explore dribbling with hands and feet with increasing control on the move.

Year 2

**Sending:** know that stepping with opposite foot to throwing arm will help me to balance.  
**Catching:** know to use wide fingers and pull the ball in to my chest to help to securely catch.  
**Tracking:** know that it is easier to move towards a ball to track it than chase it.  
**Dribbling:** know to keep my head up when dribbling to see space/opponents.

**Sending:** roll and throw with some accuracy towards a target.  
**Catching:** begin to catch with two hands. Catch after a bounce.  
**Tracking:** track a ball being sent directly.  
**Dribbling:** explore dribbling with hands and feet.



Year 1

**Sending:** know to face my body towards my target when rolling and throwing underarm to help me to balance.  
**Catching:** know to watch the ball as it comes towards me.  
**Tracking:** know to move my feet to get in the line with the ball.  
**Dribbling:** know that moving with a ball is called dribbling.

**Sending:** explore sending an object with hands and feet.  
**Catching:** explore catching to self and with a partner.  
**Tracking:** explore stopping a ball with hands and feet.  
**Dribbling:** explore dropping and catching with two hands and moving a ball with feet.

EYFS

**Sending:** know to look at the target when sending a ball.  
**Catching:** know to have hands out ready to catch.  
**Tracking:** know to watch the ball as it comes towards me and scoop it with two hands.  
**Dribbling:** know that keeping the ball close will help with control.



## Dance Progression Ladder



### Skills

### Knowledge

<p><b>Actions:</b> show controlled movements which express emotion and feeling.  <b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.  <b>Space and relationships:</b> use a variety of compositional principles when creating my own dances.  <b>Performance:</b> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p><b>Year 6</b></p>	<p><b>Actions:</b> understand that actions can be improved with consideration to extension, shape and recognition of intent.  <b>Dynamics:</b> understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.  <b>Space and relationships:</b> know that combining space and relationships with a prop can help me to express my dance idea.  <b>Performance:</b> understand how a leader can ensure our dance group performs together.  <b>Strategy:</b> know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
<p><b>Actions:</b> choreograph dances by using, adapting and developing actions and steps from different dance styles.  <b>Dynamics:</b> confidently use dynamics to express different dance styles.  <b>Space:</b> confidently use direction and patterning to express different dance styles.  <b>Relationships:</b> confidently use formations, canon and unison to express a dance idea.  <b>Performance:</b> perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p><b>Year 5</b></p>	<p><b>Actions:</b> understand that different dance styles utilise selected actions to develop sequences in a specific style.  <b>Dynamics:</b> understand that different dance styles utilise selected dynamics to express mood.  <b>Space:</b> understand that space relates to where my body moves both on the floor and in the air.  <b>Relationships:</b> understand that different dance styles utilise selected relationships to express mood.  <b>Performance:</b> understand what makes a performance effective and know how to apply these principles to my own and others' work.  <b>Strategy:</b> know that if I use dance principles it will help me to express an atmosphere or mood.</p>
<p><b>Actions:</b> respond imaginatively to a range of stimuli related to character and narrative.  <b>Dynamics:</b> change dynamics confidently within a performance to express changes in character.  <b>Space:</b> confidently use changes in level, direction and pathway.  <b>Relationships:</b> use action and reaction to represent an idea.  <b>Performance:</b> perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><b>Year 4</b></p>	<p><b>Actions:</b> understand that some actions are better suited to a certain character, mood or idea than others.  <b>Dynamics:</b> understand that some dynamics are better suited to a certain character, mood or idea than others.  <b>Space:</b> understand that space can be used to express a certain character, mood or idea.  <b>Relationships:</b> understand that some relationships are better suited to a certain character, mood or idea than others.  <b>Performance:</b> know that being aware of other performers in my group will help us to move in time.  <b>Strategy:</b> know that I can select from a range of dance techniques to translate my idea.</p>
<p><b>Actions:</b> create actions in response to a stimulus individually and in groups.  <b>Dynamics:</b> use dynamics effectively to express an idea.  <b>Space:</b> use direction to transition between formations.  <b>Relationships:</b> develop an understanding of formations.  <b>Performance:</b> perform short, self-choreographed phrases showing an awareness of timing.</p>	<p><b>Year 3</b></p>	<p><b>Actions:</b> understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  <b>Dynamics:</b> understand that all actions can be performed differently to help to show effect.  <b>Space:</b> understand that I can use space to help my dance to flow.  <b>Relationships:</b> understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  <b>Performance:</b> understand that I can use timing techniques such as canon and unison to create effect.  <b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p>
<p><b>Actions:</b> accurately remember, repeat and link actions to express an idea.  <b>Dynamics:</b> develop an understanding of dynamics.  <b>Space:</b> develop the use of pathways and travelling actions to include levels.  <b>Relationships:</b> explore working with a partner using unison, matching and mirroring.  <b>Performance:</b> develop the use of facial expressions in my performance.</p>	<p><b>Year 2</b></p>	<p><b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance.  <b>Dynamics:</b> understand that I can change the way I perform actions to show an idea.  <b>Space:</b> know that I can use different directions, pathways and levels in my dance.  <b>Relationships:</b> know that using counts of 8 will help me to stay in time with my partner and the music.  <b>Performance:</b> know that using facial expressions helps to show the mood of my dance.  <b>Strategy:</b> know that if I practice my dance my performance will improve.</p>
<p><b>Actions:</b> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.  <b>Dynamics:</b> explore varying speeds to represent an idea.  <b>Space:</b> explore pathways within my performance.  <b>Relationships:</b> begin to explore actions and pathways with a partner.  <b>Performance:</b> perform on my own and with others to an audience.</p>	<p><b>Year 1</b></p>	<p><b>Actions:</b> understand that actions can be sequenced to create a dance.  <b>Dynamics:</b> understand that I can create fast and slow actions to show an idea.  <b>Space:</b> understand that there are different directions and pathways within space.  <b>Relationships:</b> understand that when dancing with a partner it is important to be aware of each other and keep in time.  <b>Performance:</b> know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  <b>Strategy:</b> know that if I use exaggerated actions it helps the audience to see them clearly.</p>
<p><b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms.  <b>Dynamics:</b> explore actions in response to music and an idea.  <b>Space:</b> begin to explore pathways and the space around me and in relation to others.  <b>Performance:</b> perform short phrases of movement in front of others.</p>	<p><b>EYFS</b></p>	<p><b>Actions:</b> understand that I can move my body in different ways to create interesting actions.  <b>Dynamics:</b> understand that I can change my action to show an idea.  <b>Space:</b> know that if I move into space it will help to keep me and others safe.  <b>Performance:</b> know that when watching others I sit quietly and clap at the end.  <b>Strategy:</b> know that if I use lots of space, it helps to make my dance look interesting.</p>

## Skills

## Fitness Progression Ladder

## Knowledge



**Agility:** change direction with a fluent action and transition smoothly between varying speeds.  
**Balance:** show fluency and control when travelling, landing, stopping and changing direction.  
**Co-ordination:** co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.  
**Speed:** adapt running technique to meet the needs of the distance.  
**Strength:** complete body weight exercises for increased repetitions with control and fluency.  
**Stamina:** use my breath to increase my ability to move for sustained periods of time.

Year  
6

**Agility:** understand that agility requires speed, strength, good balance and co-ordination.  
**Balance:** know where and when to apply force to maintain control and balance.  
**Co-ordination:** understand that co-ordination also requires good balance and know how to achieve this.  
**Speed:** know that speed can be improved by training and know which speed to select for the distance.  
**Strength:** understand that I can build up my strength by practicing in my own time.  
**Stamina:** know which exercises can develop stamina and understand that it can be improved by training over time.

**Agility:** demonstrate improved body posture and speed when changing direction.  
**Balance:** change my body position to maintain a controlled centre of gravity.  
**Co-ordination:** demonstrate increased speed when co-ordinating my body.  
**Speed:** apply the best pace for a set distance or time.  
**Strength:** demonstrate increased technique in body weight exercises.  
**Stamina:** use a steady pace to be able to move for sustained periods of time.

Year  
5

**Agility:** understand that to change direction I push off my outside foot and turn my hips.  
**Balance:** understand that dynamic balances are harder than static balances as my centre of gravity changes.  
**Co-ordination:** understand that people will have varying levels of co-ordination and that I can get better with practice.  
**Speed:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster.  
**Strength:** know the muscles I am using by name.  
**Stamina:** understand that keeping a steady breath will help me to move for longer periods of time.

**Agility:** show balance when changing direction at speed.  
**Balance:** show control whilst completing activities which challenge balance.  
**Co-ordination:** explore increased speed when co-ordinating my body.  
**Speed:** demonstrate improved sprinting technique.  
**Strength:** develop building strength in different muscle groups.  
**Stamina:** demonstrate using my breath to maintain my work rate.

Year  
4

**Agility:** know that keeping my elbows bent when changing direction will help me to stay balanced.  
**Balance:** understand that I need to squeeze different muscles to help me to stay balanced in different activities.  
**Co-ordination:** understand that if I begin in a ready position I can react quicker.  
**Speed:** understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.  
**Strength:** understand that strength comes from different muscles and know how I can improve my strength.  
**Stamina:** understand that I need to pace myself when running further or for a long period of time.

**Agility:** show balance when changing direction.  
**Balance:** explore more complex activities which challenge balance.  
**Co-ordination:** co-ordinate my body with increased consistency in a variety of activities.  
**Speed:** explore sprinting technique.  
**Strength:** explore building strength in different muscle groups.  
**Stamina:** explore using my breath to increase my ability to work for longer periods of time.

Year  
3

**Agility:** understand how agility helps us with everyday tasks.  
**Balance:** understand how balance helps us with everyday tasks.  
**Co-ordination:** understand how co-ordination helps us with everyday tasks.  
**Speed:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  
**Strength:** know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.  
**Stamina:** understand how stamina helps us in other life activities.

**Agility:** demonstrate improved technique when changing direction on the move.  
**Balance:** demonstrate increased balance whilst travelling along and over equipment.  
**Co-ordination:** perform actions with increased control when co-ordinating my body with and without equipment.  
**Speed:** demonstrate running at different speeds.  
**Strength:** demonstrate increased control in body weight exercises.  
**Stamina:** show an ability to work for longer periods of time.

Year  
2

**Agility:** know using small quick steps helps me to change direction.  
**Balance:** understand that I can squeeze my muscles to help me to balance.  
**Co-ordination:** understand that some skills require me to move body parts at different times such as skipping.  
**Speed:** know that I take shorter steps to jog and bigger steps to run.  
**Strength:** know that strength helps us with everyday tasks such as carrying our school bag.  
**Stamina:** know that I need to run slower if running for a long period of time.

**Agility:** change direction whilst running.  
**Balance:** explore balancing in more challenging activities with some success.  
**Co-ordination:** explore co-ordination when using equipment.  
**Speed:** explore running at different speeds.  
**Strength:** explore exercises using my own body weight.  
**Stamina:** explore moving for longer periods of time and identify how it makes me feel.

Year  
1

**Agility:** understand that bending my knees will help me to change direction.  
**Balance:** know that looking ahead will help me to balance.  
**Co-ordination:** know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.  
**Speed:** understand that if I swing my arms it will help me to run faster.  
**Strength:** understand that exercise helps me to become stronger.  
**Stamina:** understand that when I move for a long time it can make me feel hot and I breathe faster.

**Agility:** explore changing direction safely.  
**Balance:** explore balancing whilst stationary and on the move.  
**Co-ordination:** explore moving different body parts together.  
**Speed:** explore moving and stopping with control.  
**Strength:** explore taking weight on different body parts.  
**Stamina:** explore moving for extended periods of time.

Fundamentals Unit 1 & 2  
Gymnastics Unit 1 & 2

EYFS

**Agility:** know that moving into space away from others helps to keep me safe.  
**Balance:** know that I can hold my arms out to help me to balance.  
**Co-ordination:** know that moving my arms and legs at the same time helps me to walk, run and jump.  
**Speed:** know that I use big steps to run and small steps to stop.  
**Strength:** understand that I can hold my weight on different parts of my body.  
**Stamina:** understand that moving for a long time can make me feel tired.

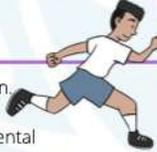


## Fundamentals Progression Ladder



### Skills

### Knowledge

<p><b>Running:</b> change direction with a fluent action. Transition smoothly between varying speeds.  <b>Balancing:</b> show fluency and control when travelling, landing, stopping and changing direction.  <b>Jumping and hopping:</b> demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.  <b>Skipping:</b> consistently show a range of skills when skipping in a rope.</p> 	<b>Year 6</b>
<p><b>Running:</b> demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.  <b>Balancing:</b> consistently demonstrate good balance when performing other fundamental skills.  <b>Jumping and hopping:</b> demonstrate good technique and co-ordination when linking jumps.  <b>Skipping:</b> show a range of skills when skipping in a rope.</p> 	<b>Year 5</b>
<p><b>Running:</b> change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.  <b>Balancing:</b> demonstrate good balance and control when performing other fundamental skills.  <b>Jumping and hopping:</b> link hopping and jumping actions with other fundamental skills.  <b>Skipping:</b> consistently skip in a rope.</p> 	<b>Year 4</b>
<p><b>Running:</b> change direction. Show an increase and decrease in speed.  <b>Balancing:</b> demonstrate balance when performing other fundamental skills.  <b>Jumping and hopping:</b> link jumping and hopping actions.  <b>Skipping:</b> jump and turn a skipping rope.</p> 	<b>Year 3</b>
<p><b>Running:</b> demonstrate balance when changing direction. Clearly show different speeds when running.  <b>Balancing:</b> demonstrate balance when performing movements.  <b>Jumping:</b> demonstrate jumping for distance, height and in different directions.  <b>Hopping:</b> demonstrate hopping for distance, height and in different directions.  <b>Skipping:</b> explore single and double bounce when jumping in a rope.</p> 	<b>Year 2</b>
<p><b>Running:</b> explore changing direction and dodging. Discover how the body moves at different speeds.  <b>Balancing:</b> move with some control and balance. Explore stability and landing safely.  <b>Jumping:</b> demonstrate control in take off and landing when jumping.  <b>Hopping:</b> begin to explore hopping in different directions.  <b>Skipping:</b> show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> 	<b>Year 1</b>
<p><b>Running:</b> explore running and stopping. Explore changing direction safely.  <b>Balancing:</b> explore balancing whilst stationary and on the move.  <b>Jumping:</b> begin to explore take off and landing safely.  <b>Hopping:</b> explore hopping on both feet.  <b>Skipping:</b> explore skipping as a travelling action.</p> 	<b>EYFS</b>

**Running:** know that running develops stamina and speed and both can be improved by training over time.  
**Balancing:** know that balance underpins many skills in PE and everyday life and this feels different in different situations.  
**Jumping and hopping:** understand when to jump for height or jump for distance in different activities and what to do to achieve this.  
**Skipping:** understand that skipping helps to develop co-ordination, stamina and balance.

**Running:** understand that to change direction, I push off my outside foot and turn my hips.  
**Balancing:** understand that balance is a skill used in many different activities and everyday life.  
**Jumping and hopping:** understand that there are different techniques for different situations.  
**Skipping:** understand that people will have varying levels of skipping ability and that I can get better with practice.

All Y5 and Y6 activities

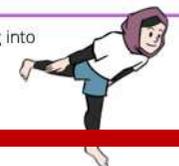
**Running:** understand that a change of direction and speed can help to get past or away from an opponent.  
**Balancing:** understand that I need to squeeze different muscles to help me to stay balanced in different activities.  
**Jumping and hopping:** know that swinging my non-hopping foot helps to create momentum.  
**Skipping:** understand that keeping my chest up helps me to stay balanced.

**Running:** understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).  
**Balancing:** understand how balance helps us with everyday tasks.  
**Jumping and hopping:** know that if I jump and land in quick succession, momentum will help me to jump further.  
**Skipping:** understand that I should turn the rope from my wrists with wide hands to create a gap to step through.

**Running:** know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  
**Balancing:** understand that squeezing my muscles helps me to balance.  
**Jumping:** know that swinging my arms forwards will help me to jump further.  
**Hopping:** know that if I look straight ahead it will stop me falling over when I land.  
**Skipping:** know that I should swing opposite arm to leg to help me balance when skipping without a rope.

**Running:** understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.  
**Balancing:** know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.  
**Jumping:** know that landing on the balls of my feet helps me to land with control.  
**Hopping:** know that I should hop with a soft bent knee.  
**Skipping:** know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  
**Balancing:** know that I can hold my arms out to help me to balance.  
**Jumping:** know that bending my knees will help me to land safely.  
**Hopping:** understand that I use one foot to hop.  
**Skipping:** know that if I hop then step that will help me to skip.





## Skills

# Gymnastics Progression Ladder

## Knowledge



**Shapes:** combine and perform gymnastic shapes more fluently and effectively.  
**Inverted movements:** develop control in progressions of a cartwheel and a headstand.  
**Balances:** explore counter balance and counter tension.  
**Rolls:** develop fluency and consistency in the straddle, forward and backward roll.  
**Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively.

Year 6

**Shapes:** know which shapes to use for each skill.  
**Inverted movements:** understand that spreading my weight across a base of support will help me to balance.  
**Balances:** know where and when to apply force to maintain control and balance.  
**Rolls:** understand that I can use momentum to help me to roll and know where that momentum from.  
**Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air.  
**Strategy:** know that if I use changes in formation it will help to make my sequence look interesting.

**Shapes:** perform shapes consistently and fluently linked with other gymnastic actions.  
**Inverted movements:** explore progressions of a cartwheel.  
**Balances:** explore symmetrical and asymmetrical balances.  
**Rolls:** develop control in the straight, barrel, forward, straddle and backward roll.  
**Jumps:** select a range of jumps to include in sequence work.

Year 5

**Shapes:** understand that shapes underpin all other skills.  
**Inverted movements:** understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.  
**Balances:** understand how to use contrasting balances to make my sequences look interesting.  
**Rolls:** understand that I need to work within my own capabilities and this may be different to others.  
**Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.  
**Strategy:** know that if I use different pathways it will help to make my sequence look interesting.

**Shapes:** develop the range of shapes I use in my sequences.  
**Inverted movements:** develop strength in bridge and shoulder stand.  
**Balances:** develop control and fluency in individual and partner balances.  
**Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control.  
**Jumps:** develop control in performing and landing rotation jumps.



Year 4

**Shapes:** understand how shapes can be used to improve my sequence.  
**Inverted movements:** know that inverted movements are actions in which my hips go above my head.  
**Balances:** know how to keep myself and others safe when performing partner balances.  
**Rolls:** understand that I can keep the shape of my roll using body tension.  
**Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees.  
**Strategy:** know that if I use different directions it will help to make my sequence look interesting.

**Shapes:** explore matching and contrasting shapes.  
**Balances:** explore point and patch balances and transition smoothly into and out of them.  
**Rolls:** develop the straight, barrel, and forward roll.  
**Jumps:** develop stepping into shape jumps with control.

Year 3

**Shapes:** understand how to use body tension to make my shapes look better.  
**Balances:** understand that I can make my balances look interesting by using different levels.  
**Rolls:** understand the safety considerations when performing more difficult rolls.  
**Jumps:** understand that I can change the take off and shape of my jumps to make them look interesting.  
**Strategy:** know that if I use different levels it will help to make my sequence look interesting.

**Shapes:** explore using shapes in different gymnastic balances.  
**Balances:** remember, repeat and link combinations of gymnastic balances.  
**Rolls:** explore barrel, straight and forward roll and put into sequence work.  
**Jumps:** explore shape jumps and take off combinations.



Year 2

**Shapes:** know that some shapes link well together.  
**Balances:** understand that squeezing my muscles helps me to balance.  
**Rolls:** understand that there are different teaching points for different rolls.  
**Jumps:** understand that looking forward will help me to land with control.  
**Strategy:** know that if I use shapes that link well together it will help my sequence to flow.

**Shapes:** explore basic shapes straight, tuck, straddle, pike.  
**Balances:** perform balances making my body tense, stretched and curled.  
**Rolls:** explore barrel, straight and forward roll progressions.  
**Jumps:** explore shape jumps including jumping off low apparatus.



Year 1

**Shapes:** understand that I can improve my shapes by extending parts of my body.  
**Balances:** know that balances should be held for 5 seconds.  
**Rolls:** know that I can use different shapes to roll.  
**Jumps:** know that landing on the balls of my feet helps me to land with control.  
**Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

**Shapes:** show contrast with my body including wide/narrow, straight/curved.  
**Balances:** explore shapes in stillness using different parts of my body.  
**Rolls:** explore rocking and rolling.  
**Jumps:** explore jumping safely.

EYFS

**Shapes:** understand that I can make different shapes with my body.  
**Balances:** know that I should be still when holding a balance.  
**Rolls:** know that I can change my body shape to help me to roll.  
**Jumps:** know that bending my knees will help me to land safely.  
**Strategy:** know that if I hold a shape and count to five people will see it clearly.





## Skills

# Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)



**Sending & receiving :** s&r consistently using a range of techniques with increasing control under pressure.  
**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.  
**Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  
**Attacking:** confidently change direction to lose an opponent  
**Defending:** use a variety of defending skills (tracking, interception, jockeying) in game situations.

**Sending & receiving:** develop control when s&r under pressure.  
**Dribbling:** dribble with some control under pressure.  
**Space:** explore moving to create space for themselves and others in their team.  
**Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed.  
**Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.  
**Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control.  
**Space:** develop moving into space to help my team.  
**Attacking:** change direction to lose an opponent with some success.  
**Defending:** develop defending one on one and begin to intercept.



**Sending & receiving :** explore s&r abiding by the rules of the game.  
**Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure.  
**Space:** develop using space as a team.  
**Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  
**Defending:** develop tracking opponents to limit their scoring opportunities.

**Sending & receiving:** developing s&r with increased control.  
**Dribbling:** explore dribbling with hands and feet with increasing control on the move.  
**Space:** explore moving into space away from others.  
**Attacking:** developing moving into space away from defenders.  
**Defending:** explore staying close to other players to try and stop them getting the ball.



**Sending & receiving:** explore s&r with hands and feet to a partner.  
**Dribbling:** explore dribbling with hands and feet.  
**Space:** recognise good space when playing games.  
**Attacking:** explore changing direction to move away from a partner.  
**Defending:** explore tracking and moving to stay with a partner.

**Sending & receiving :** explore s&r with hands and feet using a variety of equipment.  
**Dribbling:** explore dropping and catching with two hands and moving a ball with their feet.  
**Space:** recognise their own space.

**Attacking & defending:** explore changing direction and timing games.

Year 6

**Sending & receiving:** understand and make quick decisions about when, how and who to pass to.  
**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.  
**Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.  
**Tactics:** know how to create and apply a tactic for a specific situation or outcome.  
**Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Year 5

**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control.  
**Dribbling:** know that dribbling in different directions will help to lose a defender.  
**Space:** know that by moving to space even if not receiving the ball will create space for a teammate.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.



Year 4

**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.  
**Dribbling:** know that protecting the ball as I dribble will help me to maintain possession.  
**Space:** know that moving into space will help my team keep possession and score goals.  
**Attacking:** recognise when to pass and when to shoot.  
**Defending:** know when to mark and when to attempt to win the ball.  
**Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.  
**Rules:** know and understand the rules to be able to manage our own game.

Year 3

**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  
**Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.  
**Space:** know that by spreading out as a team we move the defenders away from each other.  
**Attacking and defending:** know my role as an attacker and defender.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.  
**Rules:** know the rules of the game and begin to apply them.

Year 2

**Sending & receiving:** know to control the ball before sending it.  
**Dribbling:** know that keeping my head up will help me to know where defenders are.  
**Space:** know that moving into space away from defenders helps me to pass and receive a ball.  
**Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score.  
**Defending:** know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.  
**Tactics:** understand and apply simple tactics for attack and defence.  
**Rules:** know how to score points and follow simple rules.

Year 1

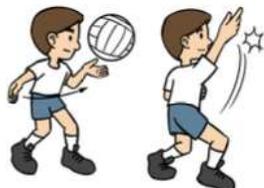
**Sending & receiving:** know to look at my partner before sending the ball.  
**Dribbling:** know that moving with a ball is called dribbling.  
**Space:** understand that being in a good space helps us to pass the ball.  
**Attacking:** know that being able to move away from a partner helps my team to pass me the ball.  
**Defending:** know that staying with a partner makes it more difficult for them to receive the ball.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.



EYFS

**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it.  
**Dribbling:** know that keeping the ball close will help with control.  
**Space:** know that being in a space gives me room to play.  
**Attacking & defending:** know that there are different roles in games.

**Rules:** know that rules help us to stay safe.



## Skills

# Net and Wall Games Progression Ladder

(net and wall, tennis, volleyball and badminton)



## Knowledge

**Shots:** demonstrate increased success and technique in a variety of shots.  
**Serving:** serve accurately and consistently.  
**Rallying:** successfully apply a variety of shots to keep a continuous rally.  
**Footwork:** demonstrate a variety of footwork patterns relevant to the game I am playing.



Year  
6

**Shots:** understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.  
**Serving:** begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.  
**Rallying:** understand how to play different shots depending on if a rally is co-operative or competitive.  
**Footwork:** know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.  
**Tactics:** understand when to apply some tactics for attacking and/or defending.  
**Rules:** understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

**Shots:** develop the range of shots used in a variety of games.  
**Serving:** develop the range of serving techniques appropriate to the game.  
**Rallying:** use a variety of shots to keep a continuous rally.  
**Footwork:** demonstrate effective footwork patterns to move around the court.

Year  
5

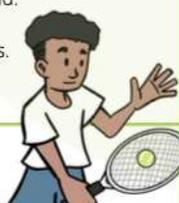
**Shots:** know which skill to choose for the situation e.g. a volley if the ball is close to the net.  
**Serving:** know that serving is how to start a game or rally and use the rules applied to the activity for serving.  
**Rallying:** know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.  
**Footwork:** know that using small, quick steps will allow me to adjust my stance to play a shot.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of net and wall games whilst playing and officiating.

**Shots:** demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.  
**Rallying:** develop rallying using both forehand and backhand with increased technique.  
**Footwork:** begin to use appropriate footwork patterns to move around the court.

Year  
4

**Shots:** understand when to play a forehand and a backhand and why.  
**Rallying:** know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.  
**Footwork:** know that getting my feet in the right position will help me to balance before playing a shot.  
**Tactics:** know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.  
**Rules:** know and understand the rules to be able to manage our own game.

**Shots:** explore returning a ball using shots such as the forehand and backhand.  
**Rallying:** explore rallying using a forehand.  
**Footwork:** consistently use and return to the ready position in between shots.



Year  
3

**Shots:** know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.  
**Rallying:** know that hitting towards my partner will help them to return the ball easier and keep the rally going.  
**Footwork:** know that moving to the middle of my court will enable me to cover the most space.  
**Tactics:** know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.  
**Rules:** know the rules of the game and begin to apply them.

**Hitting:** develop hitting a dropped ball over a net.  
**Feeding:** accurately underarm throw over a net to a partner.  
**Rallying:** explore underarm rallying with a partner catching after one bounce.  
**Footwork:** consistently use the ready position to move towards a ball.

Year  
2

**Hitting:** know to watch the ball as it comes towards me to help me to prepare to hit it.  
**Feeding:** know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.  
**Rallying:** know that sending the ball towards my partner will help me to keep a rally going.  
**Footwork:** know that using a ready position helps me to react quickly and return/catch a ball.  
**Tactics:** understand that applying simple tactics makes it difficult for my opponent.  
**Rules:** know how to score points and follow simple rules.

**Hitting:** explore hitting a dropped ball with a racket.  
**Feeding:** throw a ball over a net to land into the court area.  
**Rallying:** explore sending a ball with hands and a racket.  
**Footwork:** use the ready position to move towards a ball.

Year  
1

**Hitting:** know to use the centre of the racket for control.  
**Feeding:** know to use an underarm throw to feed to a partner.  
**Rallying:** know that throwing/hitting to my partner with not too much power will help them to return the ball.  
**Footwork:** know that using a ready position will help me to move in any direction.  
**Tactics:** know that tactics can help us to be successful when playing games.  
**Rules:** know that rules help us to play fairly.

**Hitting:** explore hitting a ball with hands and pushing with a racket.  
**Feeding and rallying:** explore sending and tracking a ball with a partner.  
**Footwork:** explore changing direction, running and stopping.



EYFS

**Hitting:** know to point my hand/object at my target when hitting a ball.  
**Feeding and rallying:** know to look at the target when sending a ball and watch the ball to receive it.  
**Footwork:** know to use big steps to run and small steps to stop.  
**Rules:** know that rules help us to stay safe.



Skills	OAA Progression Ladder	Knowledge
<p><b>Problem solving:</b> pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p><b>Navigational skills:</b> orientate a map efficiently to navigate around a course with multiple points.</p> <p><b>Communication:</b> inclusively communicate with others, share job roles and lead when necessary.</p>	Year 6	<p><b>Problem solving:</b> understand that being able to solve problems is an important life skill.</p> <p><b>Navigational skills:</b> understand why having good navigational skills are important.</p> <p><b>Communication:</b> know that good communication skills are key to solving problems and working effectively as a team.</p> <p><b>Reflection:</b> with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p><b>Rules:</b> understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
<p><b>Problem solving:</b> explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p><b>Navigational skills:</b> develop navigational skills and map reading in increasingly challenging tasks.</p> <p><b>Communication:</b> explore a variety of communication methods with increasing success.</p>	Year 5	<p><b>Problem solving:</b> recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p><b>Navigational skills:</b> use a key to identify objects and locations.</p> <p><b>Communication:</b> know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p><b>Reflection:</b> reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p><b>Rules:</b> know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>
<p><b>Problem solving:</b> plan independently and in small groups, implementing a strategy with increased success.</p> <p><b>Navigational skills:</b> identify key symbols on a map and follow a route.</p> <p><b>Communication:</b> confidently communicate ideas and listen to others.</p>	Year 4	<p><b>Problem solving:</b> know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p><b>Navigational skills:</b> understand how to use a key and use the cardinal points on a map to orientate it.</p> <p><b>Communication:</b> understand that there are different types of communication and that I can communicate without talking.</p> <p><b>Reflection:</b> with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p><b>Rules:</b> understand the importance of working with integrity.</p>
<p><b>Problem solving:</b> discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p><b>Navigational skills:</b> identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p><b>Communication:</b> follow and give instructions and accept other peoples' ideas.</p>	Year 3	<p><b>Problem solving:</b> know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p><b>Navigational skills:</b> know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p><b>Communication:</b> know to take turns when giving ideas and not to interrupt each other.</p> <p><b>Reflection:</b> reflect on when and why I am successful at solving challenges.</p> <p><b>Rules:</b> know that using the rules honestly will help to keep myself and others safe.</p>
<p><b>Problem solving:</b> begin to plan and apply strategies to overcome a challenge.</p> <p><b>Navigational skills:</b> follow and create a simple diagram/map.</p> <p><b>Communication:</b> work co-operatively with a partner and a small group.</p>	Year 2	<p><b>Problem solving:</b> know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p><b>Navigational skills:</b> understand that the map tells us what to do.</p> <p><b>Communication:</b> know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p><b>Reflection:</b> verbalise when I am successful and areas that I could improve.</p> <p><b>Rules:</b> know how to follow and apply simple rules.</p>
<p><b>Problem solving:</b> suggest ideas in response to a task.</p> <p><b>Navigational skills:</b> follow a path and lead others.</p> <p><b>Communication:</b> communicate simple instructions and listen to others.</p>	Year 1	<p><b>Problem solving:</b> know that working collaboratively with others will help to solve challenges.</p> <p><b>Navigational skills:</b> know that deciding which way to go before starting will help me.</p> <p><b>Communication:</b> know that using short instructions will help my partner e.g. start/stop.</p> <p><b>Reflection:</b> identify when I am successful and make basic observations about how to improve.</p> <p><b>Rules:</b> know that rules help us to play fairly.</p>
<p><b>Problem solving:</b> explore activities where I have to make my own decisions.</p> <p><b>Navigational skills:</b> explore moving in space and following a path.</p> <p><b>Communication:</b> develop confidence in expressing myself.</p> <p>Intro to PE Unit 1 &amp; 2      Games Unit 1 &amp; 2</p>	EYFS	<p><b>Problem solving:</b> make simple decisions in response to a task.</p> <p><b>Navigational skills:</b> know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.</p> <p><b>Communication:</b> know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p><b>Reflection:</b> begin to identify when I am successful.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>





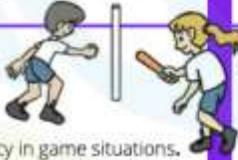
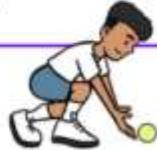
## Skills

# Striking and Fielding Progression Ladder

(striking and fielding, cricket and rounders)

## Knowledge



<p><b>Striking:</b> strike a bowled ball with increasing accuracy and consistency.  <b>Fielding:</b> use a wider range of fielding skills with increasing control under pressure.  <b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure.  <b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.</p>	 <p><b>Year 6</b></p>	<p><b>Striking:</b> understand that the momentum and power for striking a ball comes from legs as well as arms.  <b>Fielding:</b> know which fielding action to apply for the situation.  <b>Throwing and catching:</b> consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.  <b>Tactics:</b> understand and apply some tactics in the game as a batter, bowler and fielder.  <b>Rules:</b> understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
<p><b>Striking:</b> explore defensive and driving hitting techniques and directional batting.  <b>Fielding:</b> develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.  <b>Throwing:</b> demonstrate good technique when using a variety of throws under pressure.  <b>Catching:</b> explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p><b>Year 5</b></p>	<p><b>Striking:</b> understand that stance is important to allow me to be balanced as I hit.  <b>Fielding:</b> know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  <b>Throwing:</b> understand where to throw the ball in relation to where a batter is.  <b>Catching:</b> understand when to use a close catch technique or deep catch technique.  <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations.  <b>Rules:</b> understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>
<p><b>Striking:</b> develop batting technique with a range of equipment.  <b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game.  <b>Throwing:</b> use overarm and underarm throwing with increased consistency in game situations.  <b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</p>	 <p><b>Year 4</b></p>	<p><b>Striking:</b> know that using the centre of the bat will provide the most control and accuracy.  <b>Fielding:</b> know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.  <b>Throwing:</b> understand that being balanced before throwing will help to improve the accuracy of the throw.  <b>Catching:</b> know to track the ball as it is thrown to help to improve the consistency of catching.  <b>Tactics:</b> know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.  <b>Rules:</b> know and understand the rules to be able to manage our own game.</p>
<p><b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.  <b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.  <b>Throwing:</b> use overarm and underarm throwing in game situations.  <b>Catching:</b> catch with some consistency in game situations.</p>	 <p><b>Year 3</b></p>	<p><b>Striking:</b> know that striking to space away from fielders will help me to score.  <b>Fielding:</b> know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.  <b>Throwing:</b> know that overarm throwing is used for long distances and underarm throwing for shorter distances.  <b>Catching:</b> know to move my feet to the ball.  <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.  <b>Rules:</b> know the rules of the game and begin to apply them.</p>
<p><b>Striking:</b> develop striking a ball with their hand and equipment with some consistency.  <b>Fielding:</b> develop tracking a ball and decision making with the ball.  <b>Throwing:</b> develop co-ordination and technique when throwing over and underarm.  <b>Catching:</b> catch with two hands with some co-ordination and technique.</p>	 <p><b>Year 2</b></p>	<p><b>Striking:</b> understand the role of a batter. Know that striking quickly will increase the power.  <b>Fielding:</b> understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.  <b>Throwing:</b> know that stepping with opposite foot to throwing arm will help me to balance.  <b>Catching:</b> know to use wide fingers and pull the ball in to my chest to help me to securely catch.  <b>Tactics:</b> understand and apply simple tactics for attack (batting) and defence (fielding).  <b>Rules:</b> know how to score points and follow simple rules.</p>
<p><b>Striking:</b> explore striking a ball with their hand and equipment.  <b>Fielding:</b> develop tracking and retrieving a ball.  <b>Throwing:</b> explore technique when throwing over and underarm.  <b>Catching:</b> develop co-ordination and technique when catching.</p>	<p><b>Year 1</b></p>	<p><b>Striking:</b> understand that the harder I strike, the further the ball will travel.  <b>Fielding:</b> know that throwing the ball back is quicker than running with it.  <b>Throwing:</b> know which type of throw to use to throw over longer distances.  <b>Catching:</b> know to watch the ball as it comes towards me.  <b>Tactics:</b> know that tactics can help us when playing games.  <b>Rules:</b> know that rules help us to play fairly.</p> 
<p><b>Striking:</b> explore sending a ball to a partner.  <b>Fielding:</b> explore tracking and stopping a rolling ball.  <b>Throwing and catching:</b> explore rolling, throwing and catching using a variety of equipment.</p> <p><b>Games Unit 1 &amp; 2</b>      <b>Ball Skills Unit 1 &amp; 2</b></p>	 <p><b>EYFS</b></p>	<p><b>Striking:</b> know to point my hand at my target when striking a ball.  <b>Fielding:</b> know to scoop a ball with two hands.  <b>Throwing and catching:</b> know to point my hand at my target when throwing. Know to have hands out ready to catch.  <b>Tactics:</b> make simple decisions in response to a task.</p> 



## Skills

# Swimming Progression Ladder

## Knowledge



**Strokes:** identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.

**Breathing:** demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.

**Water safety:** perform a variety of survival techniques.



**Strokes:** demonstrate increased technique in a range of strokes, swimming over a distance of 25m.

**Breathing:** explore underwater breaststroke breathing technique over a distance of 25m.

**Water safety:** explore safety techniques to include the H.E.L.P and huddle positions.

**Strokes:** develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Breathing:** demonstrate improved breathing technique in front crawl.

**Water safety:** are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.

**Strokes:** explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Breathing:** begin to explore front crawl breathing technique.

**Water safety:** explore techniques for personal survival to include survival strokes such as sculling and treading water.

**Strokes:** begin to use arms and legs together, more effectively across the water unaided.

**Breathing:** begin to explore breathing in sync with my kicking action.

**Water safety:** demonstrate an awareness of water safety and float on my front and on my back.



**Strokes:** can swim over a 10m distance with a buoyancy aid.

**Breathing:** can submerge confidently in the water.

**Water safety:** become aware of water safety and explore floating on my front and back.

Year  
6

**Strokes:** understand that making my body streamlined helps me to glide through the water.

**Breathing:** understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.

**Water safety:** know which survival technique to use for the situation.

**Rules:** understand that different environments have different rules to keep us safe around water.

Year  
5

**Strokes:** understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.

**Breathing:** know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.

**Water safety:** know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.

**Rules:** understand rules in and around water.

Year  
4

**Strokes:** understand that keeping my legs together for crawl helps me to stay straight in the water.

**Breathing:** know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.

**Water safety:** know what to do if I fall in the water.

**Rules:** understand the water safety rules.



Year  
3

**Strokes:** know that lifting my hips will help me to stay afloat whilst swimming.

**Breathing:** know that turning my head to the side to breathe will allow me to swim with good technique.

**Water safety:** know that treading water enables me to keep upright and in the same space.

**Rules:** know that the water should be clear of swimmers before entering.

Year  
2

**Strokes:** understand that moving my arms quickly will help me to pass through the water.

**Breathing:** know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.

**Water safety:** understand that floating uses less energy than swimming.

**Rules:** know how to safely enter and exit the pool.

Year  
1

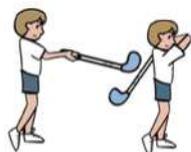
**Strokes:** understand that using cupped hands will help me to swim as the water cannot escape between my fingers.

**Breathing:** know that I need to take a big breath before submerging.

**Water safety:** understand that floating can help me to stay safe.

**Rules:** know that walking on poolside helps to keep me safe.





## Skills

# Target Games Progression Ladder

(target games, golf and dodgeball)

## Knowledge



**Throwing:** throw with increasing control under pressure.  
**Catching (dodgeball):** catch with increasing control under pressure.  
**Striking:** use a variety of striking techniques with control and under pressure.



Year  
6

**Throwing:** know who to throw at and when to throw in order to get opponents out.  
**Catching (dodgeball):** know that I need to make quick decisions on if to catch or if to dodge the ball.  
**Striking:** know which skill to select for the situation.  
**Tactics:** know how to create and apply a tactic for a specific situation or outcome.  
**Rules:** understand, apply and use rules consistently in a variety of target games whilst playing and officiating.

**Throwing:** demonstrate clear technique and accuracy when throwing at a target.  
**Catching (dodgeball):** demonstrate good technique and consistency in catching skills.  
**Striking:** develop a wider range of striking techniques and begin to use them under pressure.

Year  
5

**Throwing:** know to aim low to make it difficult for an opponent to catch.  
**Catching (dodgeball):** know to stay towards the back of the court area to give me more time to catch.  
**Striking:** know that aligning my body and equipment before striking will help me to be balanced.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of target games whilst playing and officiating.

**Throwing:** throw with increasing accuracy at a target.  
**Catching (dodgeball):** catch with increasing consistency.  
**Striking:** strike a ball with increasing consistency.



Year  
4

**Throwing:** know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.  
**Catching (dodgeball):** know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.  
**Striking:** know that using a smooth action will help to increase accuracy.  
**Tactics:** know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.  
**Rules:** know and understand the rules to be able to manage our own game.

**Throwing:** explore throwing at a moving target.  
**Catching (dodgeball):** begin to catch whilst on the move.  
**Striking:** begin to strike a ball with accuracy and balance.

Year  
3

**Throwing:** know to throw slightly ahead of a moving target.  
**Catching (dodgeball):** know that beginning in a ready position will help me to react to the ball.  
**Striking:** know that using a bigger swing will give me more power.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.  
**Rules:** know the rules of the game and begin to apply them.

**Throwing overarm:** develop co-ordination and technique when throwing overarm towards a target.  
**Throwing underarm:** develop co-ordination and technique when throwing underarm towards a target.  
**Striking:** develop striking a ball with equipment with some consistency.

Year  
2

**Throwing:** know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.  
**Striking:** know to finish with my object/hand/foot pointing at my target.  
**Tactics:** understand and apply simple tactics.  
**Rules:** know how to score points and follow simple rules.

**Throwing overarm:** explore technique when throwing overarm towards a target.  
**Throwing underarm:** explore technique when throwing underarm towards a target.

Year  
1

**Throwing:** know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.

**Throwing:** explore throwing using a variety of equipment.  
**Catching:** explore catching using a variety of equipment.

EYFS

**Throwing:** know to point my hand at my target when throwing.  
**Catching:** know to have hands out ready to catch.  
**Tactics:** make simple decisions in response to a task.



## Yoga Progression Ladder



### Skills

### Knowledge

<p><b>Balance:</b> link combinations of poses for balance with increased control in transition.  <b>Flexibility:</b> confidently transition from one pose to another showing extension connected to breath.  <b>Strength:</b> explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.  <b>Mindfulness:</b> explore methods to control how I feel with some success.</p>	<p><b>Year 6</b></p>	<p><b>Balance:</b> know where and when to apply force to maintain control and balance.  <b>Flexibility:</b> know which of my muscles require more practice to increase my flexibility.  <b>Strength:</b> understand that I can build up my strength by practicing in my own time.  <b>Mindfulness:</b> identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</p>
<p><b>Balance:</b> use my breath to maintain balance within an individual and partner pose.  <b>Flexibility:</b> develop flexibility by connecting movement with breath.  <b>Strength:</b> demonstrate increased control and strength when in and transitioning between poses.  <b>Mindfulness:</b> explore methods I can use to control how I feel.</p>	<p><b>Year 5</b></p>	<p><b>Balance:</b> understand that I need to apply force to maintain balance in a partner pose.  <b>Flexibility:</b> understand that I can improve my flexibility when moving with my breath.  <b>Strength:</b> know the muscles I am using by name.  <b>Mindfulness:</b> understand that there are different techniques I can use to control how I feel.</p>
<p><b>Balance:</b> explore using my breath to maintain balance within a pose.  <b>Flexibility:</b> demonstrate increased extension in poses.  <b>Strength:</b> demonstrate increased control and strength when in a pose.  <b>Mindfulness:</b> engage with mindfulness activities with increased focus.</p>	<p><b>Year 4</b></p>	<p><b>Balance:</b> understand that if I move with my breath it will help me to balance.  <b>Flexibility:</b> understand which body parts I am trying to extend in different poses.  <b>Strength:</b> understand that people have different levels of strength.  <b>Mindfulness:</b> understand that mindfulness is a personal journey.</p>
<p><b>Balance:</b> demonstrate increased control when in poses.  <b>Flexibility:</b> explore poses and movement in relation to my breath.  <b>Strength:</b> explore arm balances with some control.  <b>Mindfulness:</b> develop my ability to stay still and keep my focus.</p>	<p><b>Year 3</b></p>	<p><b>Balance:</b> understand that if I use the whole of the body part in contact with the floor, it will help me to balance.  <b>Flexibility:</b> know that if I move as I breathe out I can stretch a little bit further.  <b>Strength:</b> understand that I need to use different muscles for different poses.  <b>Mindfulness:</b> know that I can use my breath to focus.</p>
<p><b>Balance:</b> remember, copy, and repeat sequences of linked poses.  <b>Flexibility:</b> show increased awareness of extension in poses.  <b>Strength:</b> demonstrate increased control in performing poses.  <b>Mindfulness:</b> explore controlling my focus and sense of calm.</p>	<p><b>Year 2</b></p>	<p><b>Balance:</b> understand that I can squeeze my muscles to help me to balance.  <b>Flexibility:</b> know that flexibility helps us to stretch our muscles and increase the movement in our joints.  <b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag.  <b>Mindfulness:</b> understand that I can use yoga to make me feel calm.</p>
<p><b>Balance:</b> perform balances and poses making my body tense, stretched and curled.  <b>Flexibility:</b> explore poses and movements that challenge my flexibility.  <b>Strength:</b> explore strength whilst transitioning from one pose to another.  <b>Mindfulness:</b> recognise my own feelings in response to a task or activity.</p>	<p><b>Year 1</b></p>	<p><b>Balance:</b> know that if I focus on something still it will help me to balance.  <b>Flexibility:</b> know that yoga helps to improve flexibility which we need in everyday tasks.  <b>Strength:</b> know that I can use my strength to move slowly and with control.  <b>Mindfulness:</b> understand that yoga can make me feel happy.</p>
<p><b>Balance:</b> explore shapes in stillness using different parts of my body.  <b>Flexibility:</b> explore shapes and actions to stretch my body.  <b>Strength:</b> explore taking weight on different body parts.  <b>Mindfulness:</b> explore my own feelings in response to an activity or task.</p>	<p><b>EYFS</b></p>	<p><b>Balance:</b> know that it is easier to balance using more parts of my body than fewer parts.  <b>Flexibility:</b> know that I can make my body longer by reaching out with my arms and legs.  <b>Strength:</b> understand that I can hold my weight on different parts of my body.  <b>Mindfulness:</b> understand how movement makes me feel.</p>



EYFS (Nursery and Reception) Knowledge Organisers



# Knowledge Organiser: Introduction to PE: Unit 1 EYFS

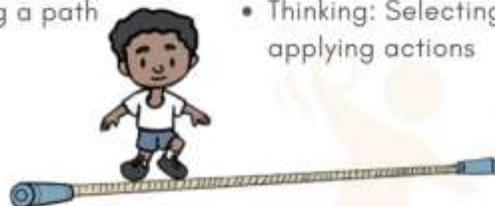
## Topic: Fantasy and Adventure

### Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Following a path

### Key Skills: S.E.T

- Social: Sharing
- Social: Leadership
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying actions



### Where this unit sits

### Assessment Criteria

#### Nursery

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to demonstrate balance.
- I am beginning to take turns with others.

#### Reception

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I can demonstrate balance.
- I play co-operatively and take turns with others.

### Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.
- Jump:** Take off and land with two feet.
- Hop:** Take off on one foot and land on the same foot.

### Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

Activities that this unit progresses into:

**Introduction to PE: Unit 2**  
**Team Games**  
**Team Building**  
**OAA**



### Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Rolling



### Key Skills: S.E.T

- Social: Sharing and taking turns
- Social: Encouraging and supporting others
- Social: Responsibility
- Emotional: Honesty and fair play
- Emotional: Confidence
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding and using rules

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Run, hop, jump, side step, skip, gallop etc.

**Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.

**Jump:** Take off and land with two feet.

**Hop:** Take off on one foot and land on the same foot.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I understand the rules of the game.

#### Reception

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively and take turns with others.
- I understand the rules and can explain why it is important to follow them.

### Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

### Activities that this unit progresses into:

**Team Games**  
**Team Building**  
**OAA**





# Knowledge Organiser: Ball Skills : Unit 1 EYFS

## Topic: Minibeasts

### Key Skills: Physical

- Rolling a ball
- Stopping a rolling ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



### Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Using tactics
- Thinking: Decision making

### Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.

### Key Vocabulary:

- roll • team • space • kick • bounce
- throw • safely • stop • listen

## Where this unit sits Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I am beginning to explore a range of ball skills.
- I am beginning to take turns with others.
- I can make guided choices.
- I persevere with support when trying new challenges.
- I play ball games guided by the rules with support.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I use ball skills with developing competence and accuracy.
- I play co-operatively and take turns with others.
- I can make independent choices.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.



### Activities that this unit progresses into:

- Ball Skills : Unit 2**
- Ball Skills**
- Striking and fielding**
- Invasion**
- Net and wall**
- Target games**
- Sending and receiving**

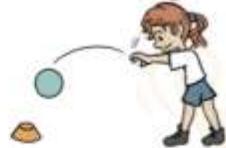


# Knowledge Organiser: Ball Skills : Unit 2 EYFS

## Topic: Weather

### Key Skills: Physical

- Rolling a ball
- Tracking a ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



### Key Skills: S.E.T

- Social: Co-operation
- Social: Sharing and taking turns
- Emotional: Determination
- Thinking: Using tactics
- Thinking: Decision making

### Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Track:** To track is to move your body to get in line with a ball that is coming towards you.

## Where this unit sits Assessment Criteria

### Nursery

- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I persevere with support when trying new challenges.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I play ball games guided by the rules with support.

### Reception

- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.
- I persevere when trying new challenges.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play ball games with consideration of the rules.

### Key Vocabulary:

- roll
- team
- space
- kick
- bounce
- throw
- safely
- stop
- listen

### Activities that this unit progresses into:

- Ball skills**
- Striking and fielding**
- Invasion**
- Target games**
- Net and wall**
- Sending and receiving**



### Key Skills: Physical

- Travelling
- Copying and performing actions
- Co-ordination



### Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

### Teacher Glossary

**Counts:** A performer uses counts of 8 to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Direction:** forwards, backwards, sideways.

### Key Vocabulary:

- move
- space
- safely
- shape
- copy
- around
- sideways
- forwards
- backwards

### Activities that this unit progresses into

#### Dance: Unit 2

#### Dance





Get Set 4 PE.

# Knowledge Organiser: Dance : Unit 2 EYFS

## Topic: Places

### Key Skills: Physical

- Travelling
- Copying and performing actions
- Balance
- Co-ordination



### Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

### Teacher Glossary

**Counts:** A performer uses counts of 8 to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Direction:** Forwards, backwards, sideways.

## Where this unit sits Assessment Criteria

### Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

### Key Vocabulary:

- move
- space
- safely
- shape
- copy
- around
- sideways
- forwards
- backwards

### Activities that this unit progresses into:

## Dance



### Key Skills: Physical

- Balancing
- Running
- Jumping
- Changing direction
- Hopping
- Travelling



### Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Helping others
- Emotional: Honesty
- Emotional: Challenging myself
- Emotional: Determination
- Thinking: Decision making
- Thinking: Selecting and applying actions
- Thinking: Using tactics

### Teacher Glossary

**Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

**Jump:** Take off and land on two feet.

**Hop:** Take off on one foot and land on the same foot.

**Safe space:** Space away from other people and objects.

**Travelling action:** Run, hop, jump, side step, skip, gallop etc.

## Where this unit sits Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I play games honestly guided by rules with support.
- I am building my confidence to try new challenges.
- I follow instructions with support.
- I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.
- I am beginning to take turns with others.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I play games honestly with consideration of the rules.
- I am confident to try new challenges.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing balance and co-ordination when playing games.
- I play co-operatively, take turns and encourage others.

### Key Vocabulary:

- run
- safely
- space
- jump
- hop
- direction
- stop
- listen



Activities that this unit progresses into:

**Fundamentals Unit 2**  
**All KS1 activities**



Get Set 4 PE.

# Knowledge Organiser: Fundamentals: Unit 2 EYFS

## Topic: Places and spaces

### Key Skills: Physical

- Hopping
- Galloping
- Skipping
- Sliding
- Jumping
- Changing direction
- Balancing
- Running



### Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Working with others
- Emotional: Managing emotions
- Emotional: Challenging myself
- Thinking: Selecting and applying actions

### Teacher Glossary

- Gallop:** To gallop, step forward with a lead leg followed by the trail leg stepping just behind. With a little jump the lead leg moves again.
- Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
- Jump:** Take off and land on two feet.
- Hop:** Take off on one foot and land on the same foot.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns and congratulate others.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I use movement skills with developing balance and co-ordination.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

### Key Vocabulary:

- run
- safely
- space
- balance
- hop
- direction
- stop
- skip
- jump

### Activities that this unit progresses into:

All KS1 activities





Get Set 4 PE.

# Knowledge Organiser: Games: Unit 1 EYFS

## Topic: Transport

### Key Skills: Physical

- Running
- Balancing
- Changing direction
- Striking a ball
- Throwing



### Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Decision making

### Teacher Glossary

- **Safe space:** Space away from other people and objects.
- **Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- **Dodge:** change direction quickly, often used to lose a defender or avoid being caught.

## Where this unit sits Assessment Criteria

### Nursery

- I am beginning to negotiate space safely.
- I follow instructions with support.
- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I can explore movement skills.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

### Key Vocabulary:

- run
- safely
- space
- catch
- throw
- team
- stop
- tag
- score



### Activities that this unit progresses into:

- Games: Unit 2
- Invasion
- Net and wall
- Target games
- Striking and fielding



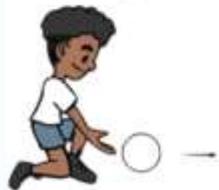
Get Set 4 PE.

# Knowledge Organiser: Games: Unit 2 EYFS

Topic: Around the world

## Key Skills: Physical

- Running
- Changing direction
- Striking a ball



## Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty
- Emotional: Managing emotions
- Emotional: Perseverance
- Thinking: Using tactics

## Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Dodge:** Change direction quickly, often used to lose a defender or avoid being caught.
- Opponent:** Someone not on your team.
- Co-ordination:** Moving two or more body parts at the same time.

## Where this unit sits Assessment Criteria

### Nursery

- I can explore movement skills.
- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I follow instructions with support.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

### Reception

- I use movement skills with developing balance and co-ordination.
- I use ball skills with developing competence and accuracy.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively, take turns and encourage others.
- I follow instructions involving several ideas or actions.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

## Key Vocabulary:

- run
- safely
- space
- catch
- rules
- team
- stop
- tag
- score



## Activities that this unit progresses into:

**Invasion**  
**Net and wall**  
**Target games**  
**Striking and fielding**

### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rocking
- Rolling



### Key Skills: S.E.T

- Social: Taking turns
- Social: Co-operation
- Social: Communication
- Emotional: Confidence
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Slide, hop, jump, side step, skip, gallop etc.

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Level:** High, medium and low.

**Sequence:** A number of actions linked together.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- backwards
- sideways
- forwards

### Activities that this unit progresses into:

#### Gymnastics: Unit 2 Gymnastics





Get Set 4 PE.

# Knowledge Organiser: Gymnastics: Unit 2 EYFS

## Topic: Traditional tales

### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rock and roll
- Barrel roll
- Straight roll
- Progressions of a forward roll
- Travelling



### Key Skills: S.E.T

- Social: Leadership
- Social: Taking turns
- Social: Helping others
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Slide, hop, jump, side step, skip, gallop etc.

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Level:** High, medium and low.

**Sequence:** A number of actions linked together.

## Where this unit sits Assessment Criteria

### Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- around
- through
- roll

### Activities that this unit progresses into:

### Gymnastics



# Year 1 Knowledge Organisers



# Knowledge Organiser: Athletics Y1



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.

## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles**
- Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

## Key Vocabulary:

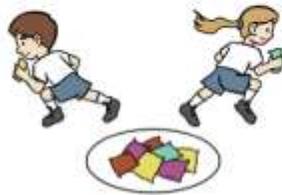
fast • slow • jump • aim  
 direction • far • bend • improve  
 hop • safely • travel • balance

### Key Skills: Physical

- Running at different speeds
- Agility and co-ordination
- Jumping for distance
- Throwing for distance
- Throwing for accuracy
- Balance

### Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



## Teacher Glossary

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Leap:** take off on one foot and land on the other



# Knowledge Organiser: Ball Skills Year 1



## Links to the PE National Curriculum

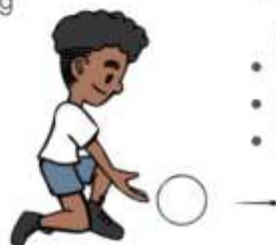
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling
- Tracking



## Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions
- Thinking: Comprehension

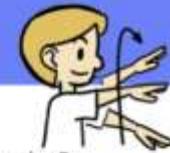
## Key Vocabulary:

- far
- aim
- safely
- throw
- send
- roll
- catch
- direction
- balance

## Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.

# Knowledge Organiser: Dance Y1



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

## Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



## Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

## Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Key Vocabulary:

• counts • action • travel • pose  
 move • direction • forwards • backwards  
 • speed • fast • slow • level • shape

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).



# Knowledge Organiser: Fitness Year 1

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Key Questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

## Key Skills: Physical

- Running
- Co-ordination
- Stamina
- Strength
- Agility
- Balance



## Key Skills: S.E.T

- Social: Co-operation
- Social: Support
- Social: Responsibility
- Emotional: Kindness
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Independence
- Thinking: Comprehension
- Thinking: Creativity
- Thinking: Problem solving
- Thinking: Reflection

## Key Vocabulary:

- exercise
- heart
- lungs
- oxygen
- mood
- healthy
- body

## Teacher Glossary

**Squat:** Begin with feet shoulder width apart, sit back into your heels and stand again.

**Balance:** The ability to stay upright or stay in control of body movement.

**Co-ordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

**Stamina:** The ability to move for sustained periods of time.



# Knowledge Organiser: Fundamentals Year 1

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Working safely
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths
- Thinking: Listening and following instructions

## What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

## Key Vocabulary:

- balance
- direction
- land
- fast
- safely
- jump
- hop

## Teacher Glossary

**Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

**Jump:** Take off and land on two feet.

**Hop:** Take off on one foot and land on the same foot.

**Travel:** A method of moving around space e.g. jog, slide, skip, crawl etc.



# Knowledge Organiser: Gymnastics Y1



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions

## Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



## Ways to improve a sequence

**Starting and finishing position:** Include a starting and finishing position.

**Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?

**Action:** Include a variety of actions such as a jump, balance, travel, shape.

**Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.

**Body tension:** Squeeze your muscles to create and hold strong clear shapes.

**Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.

**Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

- action
- travel
- balance
- jump
- direction
- roll
- point
- shape
- speed
- fast
- slow
- level

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Level:** High, medium and low.

**Sequence:** A number of actions linked together.

**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



# Knowledge Organiser: Invasion Games Year 1

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

## Examples of Invasion Games

**Basketball**  
**Netball**

**Football**  
**Hockey**  
**Lacrosse**

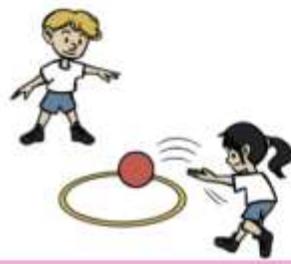
**Rugby**  
**Handball**

### Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

### Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information



## Key Vocabulary:

### Year 1

- safely
- defender
- dribbling
- pass
- attacker
- space
- points
- score
- team

## Teacher Glossary

- Interception:** Catching a pass made by an opposing player
- Possession:** When a team has the ball they are in possession
- Marking:** When a player defends an opponent
- Getting free:** When an attacking player moves to lose their defender



# Knowledge Organiser: Net and Wall Games Year 1

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Tracking a ball

## Key Skills: S.E.T

- Social: Respect
- Social: Communication
- Emotional: Honesty and fair play
- Emotional: Determination
- Thinking: Decision making
- Thinking: Using simple tactics
- Thinking: Recalling information
- Thinking: Comprehension

### Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

## Examples of Net and Wall Games

Tennis

Badminton

Volleyball

## Key Vocabulary:

### Year 1

- safely
- ready position
- partner
- score
- racket
- net
- underarm
- space
- points



## Teacher Glossary

**Trap:** To stop or trap a rolled ball on the floor using a tennis racket

**Ready position:** Feet shoulder width apart, knees bent, used to be able to move to the ball quickly



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Examples of games that use sending and receiving skills

Target Games	Net & Wall	Striking & Fielding	Invasion
Golf	Tennis	Rounders	Hockey
Boules	Volleyball	Cricket	Netball
Boccia	Badminton	Baseball	Football
New Age Kurling			Tag Rugby
Dodgeball			Handball
			Basketball

## Key Vocabulary:

- aim
- throw
- roll
- kick
- catch
- safely
- racket

## Key Skills: Physical

- Physical: Rolling
- Physical: Kicking
- Physical: Throwing
- Physical: Catching
- Physical: Tracking



## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being happy to succeed
- Thinking: Transferring skills

## Teacher Glossary

**Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

**Send:** To pass to someone using either your hands, feet or an object.

**Receive:** To collect or stop a ball that is sent to you using either your hands, feet or an object.



Get Set 4 PE.

# Knowledge Organiser: Striking and Fielding Games Year 1

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

### Key Skills: Physical

- Throwing
- Catching
- Retrieving a ball
- Tracking a ball
- Striking a ball

### Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Consideration of others
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



## Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

### Key Vocabulary:

- throw
- points
- target
- pass
- space
- score
- team
- hit
- catch
- send
- batter
- bowler
- fielder

### Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Track:** When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.



# Knowledge Organiser: Yoga Year 1



## Links to the PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

## Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

## Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength



## Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

## Key Vocabulary:

- |          |           |           |
|----------|-----------|-----------|
| • space  | • listen  | • copy    |
| • pose   | • breath  | • balance |
| • slowly | • breathe | • stretch |



## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.

## Year 2 Knowledge Organisers



# Knowledge Organiser: Athletics Y2



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles**
- Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

## Key Vocabulary:

speed • jog • sprint • pace • balance  
 direction • take off • landing • swing  
 height • distance • overarm • underarm

## Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance

## Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



## Teacher Glossary

**Pace:** the speed at which a performer runs

**Agility:** the ability to change direction quickly and easily

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Co-ordination:** to move different body parts at the same time



# Knowledge Organiser: Ball Skills Year 2

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Vocabulary:

- overarm
- underarm
- distance
- collect
- dribble
- target

## Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling



## Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions



## Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



# Knowledge Organiser: Dance Y2

## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns

## Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination



## Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

## Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform; half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Key Vocabulary:

- counts
- action
- travel
- shape
- direction
- speed
- level
- space
- balance
- timing
- mirror
- pathway

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Dynamics:** How an action is performed e.g. quickly, slowly, gently.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).

**Mirroring:** Reflecting the movements of another person as if they are a mirror image.



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Key Questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

## Key Vocabulary:

- speed • distance • sprint • strong
- pace • jog • steady • race

## Key Skills: Physical

- Agility
- Balance
- Coordination
- Speed
- Stamina
- Skipping



## Key Skills: S.E.T

- Social: Taking turns
- Social: Encouraging and supporting others
- Emotional: Determination
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Identifying strengths and areas for improvement
- Thinking: Observing and providing feedback

## Teacher Glossary

- Agility:** The ability to change direction quickly and easily
- Balance:** The ability to stay upright or stay in control of body movement.
- Coordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
- Stamina:** The ability to move for sustained periods of time.



# Knowledge Organiser: Fundamentals Year 2



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

## Key Vocabulary:

- jog
- speed
- skip
- sprint
- dodge
- balance

## Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths

## Teacher Glossary

**Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

**Jump:** Take off and land on two feet.

**Hop:** Take off on one foot and land on the same foot.

**Leap:** Take off on one foot and land on the other foot.



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

## Key Skills: Physical

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Barrel roll
- Straight roll
- Forwards roll

## Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

- action • travel • balance • jump
- direction • roll • link • sequence
- straddle • pike • tuck • star • level

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Level:** High, medium and low.

**Sequence:** A number of actions linked together.

**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



# Knowledge Organiser: Invasion Games Year 2



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

## Examples of Invasion Games

Basketball  
Netball

Football  
Hockey  
Lacrosse

Rugby  
Handball

### Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

### Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Co-operation
- Social: Kindness
- Emotional: Empathy
- Emotional: Integrity
- Emotional: Independence
- Emotional: Determination
- Emotional: Perseverance

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	

- Thinking: Creativity
- Thinking: Reflection
- Thinking: Decision making
- Thinking: Comprehension

## Key Vocabulary:

Year 2

- possession
- send
- teammate
- chest pass
- received
- goal
- dodge
- bounce pass

## Teacher Glossary

**Interception:** Catching a pass made by an opposing player

**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

**Getting free:** When an attacking player moves to lose their defender



# Knowledge Organiser: Net and Wall Games Year 2



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

## Examples of Net and Wall Games

Tennis

Badminton

Volleyball

## Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

## Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

### Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

## Key Vocabulary:

### Year 2

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

## Teacher Glossary

**Trap:** To stop or trap a rolled ball on the floor using a tennis racket

**Ready position:** Feet shoulder width apart, knees bent, used to be able to move to the ball quickly



## Knowledge Organiser: Sending and Receiving Year 2

### Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Tracking

### Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Keeping others safe
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Identifying how to improve
- Thinking: Transferring skills



### Examples of games that use sending and receiving skills

Target Games	Net & Wall	Striking & Fielding	Invasion
Golf	Tennis		Hockey
Boules	Volleyball	Rounders	Netball
Boccia	Badminton	Cricket	Football
New Age Kurling		Baseball	Tag Rugby
Dodgeball			Handball
			Basketball

### Key Vocabulary:

- track
- send
- accurate
- target
- control
- release
- receive

### Teacher Glossary

**Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

**Send:** To pass to someone using either your hands, feet or an object.

**Receive:** To collect or stop a ball that is sent to you using either your hands, feet or an object.



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

## Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

## Key Vocabulary:

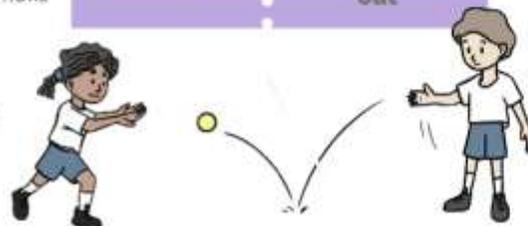
- throw
- score
- place
- strike
- send
- runs
- track
- catch
- backstop/  
wicket  
keeper
- batter
- bowler
- fielder

## Key Skills: Physical

- Throwing
- Catching
- Tracking a ball
- Striking a ball

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Backstop/wicket keeper:** stands behind the batter. Is part of the fielding team.

**Track:** When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.



## Links to the PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

## Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

## Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength



## Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

## Key Vocabulary:

- |            |          |          |
|------------|----------|----------|
| • focus    | • listen | • create |
| • pose     | • feel   | • choose |
| • position | • breath | • flow   |

## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.

LKS2 Knowledge Organisers  
(Years 3 and 4)



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



## Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

**Running**  
**Sprinting**  
 100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
 800m, 1500m  
**Long distance**  
 5,000, 10,000  
**Steeplechase**

**Jumping**  
**Long jump**  
 Jump for distance  
**Triple jump**  
 Jump for distance  
**High jump**  
 Jump for height  
**Pole vault**  
 Jump for height

**Throwing**  
**Discus**  
 Fling throw  
**Shot**  
 Push throw  
**Hammer**  
 Fling throw  
**Javelin**  
 Pull throw

## Key Vocabulary:

speed • accurately • power • personal best  
 determination • further • faster  
 control • strength • pace

## Teacher Glossary

- Push throw:** when the performer pushes the item through the air
- Pull throw:** when the performer pulls the item through the air
- Jump:** take off and land on two feet
- Hop:** take off on one foot and land on the same foot
- Leap:** take off on one foot and land on the other
- Changeover:** where a baton is passed from one person to another



# Knowledge Organiser: Athletics Y4



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance



### Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles**
- Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

## Key Vocabulary:

**stamina • speed • pace • technique**

**determination • perseverance • officiate**

**power • accuracy • personal best • flight**

## Teacher Glossary

**Stamina:** the ability to sustain prolonged physical or mental effort

**Changeover:** where a baton is passed from one person to another

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Leap:** take off on one foot and land on the other

# Knowledge Organiser: Ball Skills Year 3 and 4



## Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.



## Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



## Key Skills: S.E.T

- Social: Supporting others
- Social: Co-operation
- Social: Communication
- Social: Managing games
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Respect
- Emotional: Challenging self
- Thinking: Decision making
- Thinking: Developing tactics
- Thinking: Creativity

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Vocabulary:

- track
- bounce
- release
- consistency
- overhead
- receive
- chest
- select
- accurate
- persevere
- technique
- control

## Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



# Knowledge Organiser: Basketball Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Changing direction and speed
- Shooting

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Double dribble:** dribbling the ball with both hands at the same time or picking up the dribble and then dribbling again is called a double dribble. Violation: opponent's team takes the ball from nearest side line.
- **Traveling:** taking more than 'a step and a half' without dribbling the ball is called traveling. Moving your pivot foot once you've stopped dribbling is traveling. Violation: opponent's team takes the ball from nearest side line.
- **Out of hands:** you cannot knock the ball out of someone else's hands in any situation.

## Key Vocabulary:

- travelling
- v dribble
- opponent
- opposition
- double dribble
- receiver
- tracking
- possession
- playing area
- rebound

## Teacher Glossary

- Interception:** catching a pass made by an opposing player
- Possession:** when a team has the ball, they are in possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- V dribble:** dribbling the ball from one hand to the other usually used to get past a defender
- Protective dribbling:** when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non-dribbling arm out
- Foul:** when a player contacts an opponent



# Knowledge Organiser: Cricket Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

## Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

- runs
- technique
- wicket keeper
- strike
- retrieve
- bowl
- fielding
- stumped
- two-handed pick up
- stance
- wicket
- short barrier
- grip
- batting

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Wicket Keeper:** The player on the fielding side who stands behind the wicket.

**Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

## Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



## Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

## Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Key Vocabulary:

- unison • explore • create • feedback
- perform • timing • levels • flow
- dynamics • expression • actions

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).

**Unison:** Two or more dancers performing the same movement at the same time.

**Canon:** Performing movements one after the other.

**Formation:** where dancers are in relation to each other.

**Dynamics:** How a movement is performed e.g. robotically, softly.



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

### Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance
- Technique

### Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

### Key Vocabulary:

- space • action • levels • timing
- reaction • performance • dynamics
- unison • represent • expression

## Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).

**Unison:** Two or more dancers performing the same movement at the same time.

**Dynamics:** How a movement is performed e.g. robotically, softly.

**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

**Space:** The 'where' of movement such as levels, directions, pathways, shapes.

**Canon:** Performing movements one after the other.

**Formation:** where dancers are in relation to each other.



# Knowledge Organiser: Dodgeball Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
  - use running, jumping, throwing and catching in isolation and in combination.
  - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

## Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying skills

## A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball that they have thrown. So, if a player throws it and their opponent catches it cleanly, then the player who threw it is out and one of their opponents' team is allowed back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

## Key Vocabulary:

- throw
- catch
- possession
- opposition
- dodge
- rules
- court
- defend
- attack
- protect
- block
- caught
- communicate

## Teacher Glossary

- Live Ball:** A "LIVE" ball is one that has not bounced or hit a wall/ceiling.
- End Zone:** The areas at the back of the court where players must stand at the start of a game.
- Target:** Any 'live' player on the opposing team.
- Dead Zone:** The area that runs through the centre of the court. Only a player's hands are allowed in the dead zone.



# Knowledge Organiser: Fitness Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

## Key Vocabulary:

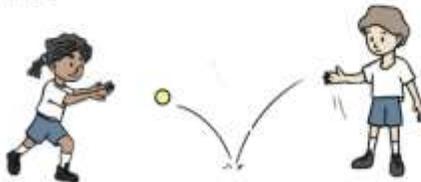
- |                 |           |            |
|-----------------|-----------|------------|
| • fitness       | • speed   | • strength |
| • balance       | • pace    | • steady   |
| • agility       | • control | • progress |
| • co-ordination | • muscle  | • stamina  |

## Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

## Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



## Teacher Glossary

- Agility:** The ability to change direction quickly and easily.
- Balance:** The ability to stay upright or stay in control of body movement.
- Co-ordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
- Stamina:** The ability to move for sustained periods of time.
- Power:** Speed and strength combined.



# Knowledge Organiser: Football Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

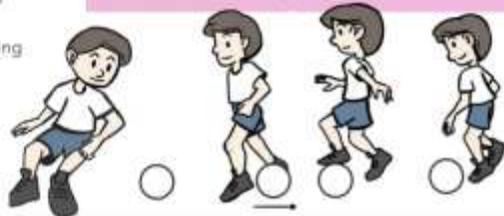
- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

### Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Handball:** when a player handles the ball with any part of their arm.
- **Goal kick:** a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- **Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- **A penalty kick:** is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

## Key Vocabulary:

- goal keeper
- opponent
- opposition
- dribbling
- defender
- attacker
- communicate
- tracking
- control
- tackle
- outside
- possession
- inside
- available

## Teacher Glossary

**Interception:** intercepting a pass made by an opposing player

**Possession:** when a team has the ball, they are in possession

**Marking:** when a player defends an opponent

**Getting free:** when an attacking player moves to lose their defender

**Foul:** an act by a player that breaks the rules of the game

**Throw in:** A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination

## What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

### Key Vocabulary:

- distance
- control
- pace
- technique
- momentum
- rhythm
- accelerate
- co-ordination
- tension
- decelerate
- stability
- transfer

### Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



### Key Skills: S.E.T

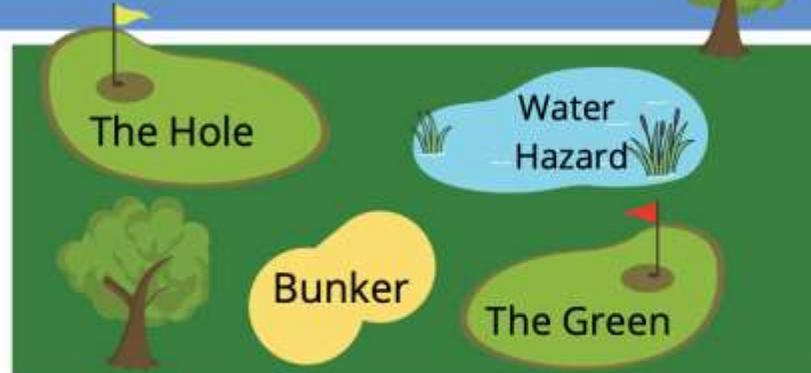
- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

## Teacher Glossary

**Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).  
**Jump:** Take off and land on two feet.  
**Hop:** Take off on one foot and land on the same foot.  
**Accelerate:** Speed up.  
**Decelerate:** Slow down. Used when stopping or turning.  
**Tension:** using body tension to help to balance when stopping or landing.

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- play competitive games, modified where appropriate



## Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking



## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Working safely with and around others
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths
- Thinking: Identifying weaknesses
- Thinking: Creativity

## Key Vocabulary:

- rules
- putt
- drive
- club
- strike
- target
- course
- distance
- least
- align
- putter
- tee
- accurately
- swing
- chipping

## Teacher Glossary

**Putt:** A putt is a short shot played when the ball is on the green (near the hole).

**Chipping:** Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.

**Drive:** A drive focuses on sending the ball a long distance to get the ball closer to the green.

**Tee:** A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.

# Knowledge Organiser: Gymnastics Y3

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

## Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

## Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

- matching
- contrasting
- sequence
- direction
- interesting
- flow
- explore
- control
- shape
- create

## Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



Get Set 4 P.E.

# Knowledge Organiser: Gymnastics Y4

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

## Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

## Key Skills: S.E.T

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



## Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.

## Key Vocabulary:

- technique
- quality
- sequence
- perform
- rotation
- extension
- apparatus
- inverted
- shape

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Pathway:** Designs traced in space (on the floor or in the air).

**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

**Sequence:** A number of actions linked together.

**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



Get Set 4 PE.

# Knowledge Organiser: Handball Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

## Key Skills: S.E.T

- Social: Working Safely
- Social: Communication
- Social: Respect
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies
- Thinking: Observing and providing feedback

## Key principles of invasion games

- |                                     |                          |
|-------------------------------------|--------------------------|
| • <b>Attacking</b>                  | • <b>Defending</b>       |
| • <b>Score goals</b>                | • <b>Stop goals</b>      |
| • <b>Create space</b>               | • <b>Deny space</b>      |
| • <b>Maintain possession</b>        | • <b>Gain possession</b> |
| • <b>Move the ball towards goal</b> |                          |



## Key Rules

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

## Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- possession
- grip
- interception
- protect
- fluid
- defence
- mark
- double dribble
- attack

## Teacher Glossary

**Interception:** when a player takes possession of the ball away from the opposition as the ball is passed

**Possession:** when a team has the ball they are in possession

**Marking:** when a player defends an opponent

**Principle:** these are the attacking and defending foundations that make up a game. Please see principles on the left.



# Knowledge Organiser: Hockey Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Passing
- Dribbling
- Receiving
- Intercepting
- Tackling

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusive
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Empathy
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback
- Thinking: Decision making



## Key Rules

- **Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.
- **Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.
- **High stick:** When a player attempts to play at any high ball (over knee height) with the stick.
- **Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

## Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- grip
- receiver
- interception
- trapping the ball
- obstruction
- possession
- attack
- defence
- mark
- push pass

## Teacher Glossary

**Interception:** when a player takes possession of the ball away from the opposition as the ball is passed

**Possession:** when a team has the ball they are in possession

**Marking:** when a player defends an opponent

**Trapping the ball:** getting down low to stop and receive a pass on the stick with control

**Centre pass:** a pass used to begin the game or the second half, or to restart play following a goal



# Knowledge Organiser: Netball Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback



## Key Rules

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. Players can lift their landing foot from the ground but cannot place it back down. Encourage players to keep their landing foot on the ground, the other foot may then be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

- footwork
- pivot
- opponent
- opposition
- receiver
- landing foot
- interception
- rebound
- obstruction
- possession
- attack
- defence
- contact
- mark

## Teacher Glossary

- Interception:** catching a pass made by an opposing player
- Possession:** when a team has the ball they are in possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



# Knowledge Organiser: OAA Year 3 and Year 4

## Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

## Key Skills: Physical

- Balance
- Running



## Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

## Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

### Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

## Key Vocabulary:

- navigate
- route
- collaborate
- inclusive
- grid
- discuss
- symbol
- effectively
- plan
- rules
- trust
- orientate

## Teacher Glossary

**Orientate:** To find your location in relation to a map.

**Control:** Is what the pupils are looking for and are referenced on a map.

**Course:** The route chosen for the controls which need to be visited in order.

**Symbol:** A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.



# Knowledge Organiser: Rounders Year 3 and Year 4



## Links to the PE National Curriculum

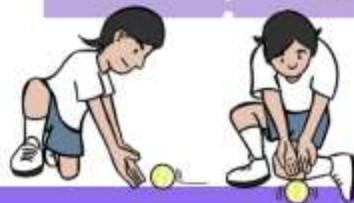
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



### Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter.

### A player is out if:

- Caught out: by a fielder before the ball touches the floor.
- Stumped out: by a fielder at the base the batter is running to.
- Run out: meaning the batter has run to a base where another batter is standing.
- Running inside the bases.

### Key Vocabulary:

- strike
- batting
- bowl
- Fielding
- retrieve
- two-handed pick up
- stance
- stumped
- short barrier
- technique
- backstop
- post
- rounder

### Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop.

**Batter:** A player on the batting team.

**Rounder:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Backstop:** The player on the fielding side who stands behind the live batter.



# Knowledge Organiser: Tag Rugby Year 3 and Year 4



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Passing
- Catching
- Dodging
- Tagging
- Scoring

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusion
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

## Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

## Key Vocabulary:

- defence
- tag
- opponent
- opposition
- score
- receiver
- try
- possession
- onside
- outwit
- mark
- dodge
- offside

## Teacher Glossary

**Interception:** When a player takes possession of the ball away from the opposition as the ball is passed

**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

**Try line:** The line behind which a player must place the ball in order to score a try

**Try:** The unit of scoring in tag rugby

**Tag:** When a player pulls the tag of the opposition who is in possession of the ball



## Links to the PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- Pupils should be taught to develop flexibility, strength, technique, control and balance.

## Top Tips for Teachers

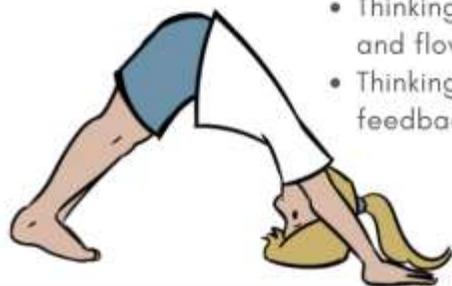
- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

### Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

### Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback



### Key Vocabulary:

- |               |               |             |
|---------------|---------------|-------------|
| • strength    | • perform     | • link      |
| • flexibility | • mindfulness | • try       |
| • stable      | • grounded    | • relax     |
| • control     | • down dog    | • technique |

## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.



# Knowledge Organiser: Tennis Y4

## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics



## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

## Key Vocabulary:

- ready position
- return
- serve
- rally
- control
- opponent
- forehand
- backhand

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Ace:** A serve that is a winner without the receiving player able to return the ball.

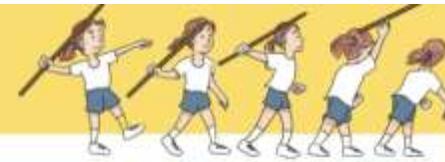
**Baseline:** The line indicating the back of the court.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.

UKS2 Knowledge Organisers  
Years 5 and 6



# Knowledge Organiser: Athletics Y5



## Links to the PE National Curriculum

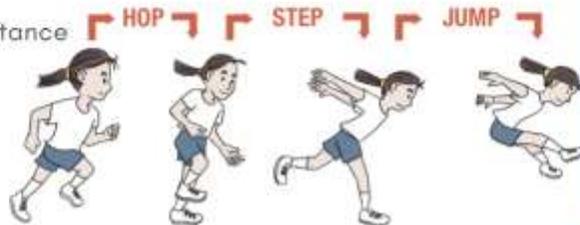
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key Skills: Physical

- Pacing
- Sprinting technique
- Relay changeovers
- Jumping for height
- Jumping for distance - long jump, triple jump
- Push throw for distance - shot put, javelin
- Pull throw for distance

## Key Skills: S.E.T

- Social: Collaborating with others
- Social: Supporting others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

**Running**  
**Sprinting**  
 100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
 800m, 1500m  
**Long distance**  
 5,000, 10,000  
**Steeplechase**

**Jumping**  
**Long jump**  
 Jump for distance  
**Triple jump**  
 Jump for distance  
**High jump**  
 Jump for height  
**Pole vault**  
 Jump for height

**Throwing**  
**Discus**  
 Fling throw  
**Shot**  
 Push throw  
**Hammer**  
 Fling throw  
**Javelin**  
 Pull throw

## Key Vocabulary:

technique • compete • continuous pace • flight  
 determination • personal best • momentum • stride  
 downsweep • upsweep • officiate • rhythm

## Teacher Glossary

**Changeover:** where a baton is passed from one person to another  
**Downsweep:** in relay when the performer passes the baton in a downward action  
**Upsweep:** when the performer passes the baton in an upward action  
**Flight:** the time the performer spends in the air in jumping events  
**Hop:** take off on one foot and land on the same foot  
**Leap:** take off on one foot and land on the other. Also known as a step in triple jump  
**Jump:** take off and land on two feet  
**Pull throw:** when the performer pulls the item through the air  
**Push throw:** when the performer pushes the item through the air



# Knowledge Organiser: Athletics Y6



## Links to the PE National Curriculum

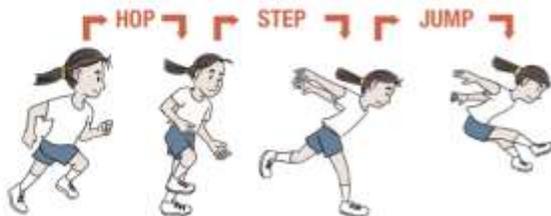
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Key Skills: Physical

- Pacing
- Sprinting
- Running over obstacles - hurdles
- Jumping for distance - triple jump
- Jumping for height - high jump
- Fling throwing for distance - discus
- Push throwing for distance - shot put

### Key Skills: S.E.T

- Social: Negotiating
- Social: Collaborating with others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles**
- Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

## Key Vocabulary:

- technique • control • force • continuous pace
- trajectory • stride • momentum • officiate
- flight • compete • rotation • transfer of weight

## Teacher Glossary

- Lead leg:** refers to the leg that clears the hurdle first
- Trail leg:** refers to the leg that clears the hurdle second
- Changeover:** where a baton is passed from one person to another
- Flight:** the time the performer spends in the air in jumping events
- Hop:** take off on one foot and land on the same foot
- Leap:** take off on one foot and land on the other. Also known as a step in triple jump
- Jump:** take off and land on two feet
- Push throw:** when the performer pushes the item through the air



Get Set 4 P.E.

# Knowledge Organiser: Badminton Year 5 and Year 6

## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Ready position
- Grip
- Forehand
- Backhand
- Serve
- Footwork

### Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development

### Key principles of net and wall games

Attacking • Defending

Score points • Limit points

Create space • Deny space

Placement of an object • Consistently return an object



## How to score

- A match consists of the best of 3 games of 21 points per game.
- Every time there is a serve, there is a point scored.

### A player wins a point when :

- Opponent hits the shuttlecock into the net.
- Opponent hits the shuttlecock out of the court area.
- Opponent misses the shuttlecock and it lands on the floor in the court area.



## Key Vocabulary:

- backhand
- forehand
- rally
- ready position
- opponent
- control
- co-operatively
- return
- defensive
- attacking
- ready position
- outwit
- serve
- attacking
- continuously

## Teacher Glossary

**Head face:** The head face of the racket is the part with the strings on, it is used to hit the shuttlecock.

**Chasse:** A chasse step allows a player to move and cover a short distance efficiently on the court.

**Baseline:** The line indicating the back of the court.

**Follow through:** Describes the path of the racket following it's contact with the shuttle. It is an important technique of producing controlled strokes.

**Defence:** Playing defensively generally means hitting shots upwards and lofty as it gives players time to recover.

**Forecourt:** The forecourt area is the front third of the court. It is the region between the short service line and the net.

**Backcourt:** The backcourt area is the section around the boundary lines in the back third of the court.



# Knowledge Organiser: Basketball Year 5 and Year 6



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting.

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

## Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Double dribble:** dribbling the ball with both hands at the same time or picking up the dribble and then dribbling again is a double dribble. Violation: opponent's team takes the ball from nearest side line.
- **Traveling:** taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling. Violation: opponent's team takes the ball from nearest side line.
- **Out of hands:** you cannot knock the ball out of someone else's hands in any situation.

## Key Vocabulary:

- referee
- double dribble
- tactics
- set shot
- foul
- set shot
- possession
- conceding
- traveling
- jump shot
- opponent
- rebound
- outwit

## Teacher Glossary

**Interception:** catching a pass made by an opposing player

**Possession:** when a team has the ball, they are in possession

**Marking:** when a player defends an opponent

**Getting free:** when an attacking player moves to lose their defender

**V dribble:** dribbling the ball from one hand to the other usually used to get past a defender

**Protective dribbling:** when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non-dribbling arm out

**Foul:** when a player contacts an opponent



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Long and short barrier
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying strategies



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

- strike
- batting
- wicket keeper
- fielding
- wicket
- tracking
- consistently
- tracking
- retrieve
- support
- obstruction

## Teacher Glossary

- Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.
- Batter:** A player on the batting team.
- Runs:** The unit of scoring.
- Bowler:** The player who starts the game by bowling to the batter.
- Wicket Keeper:** The player on the fielding side who stands behind the wicket.
- Innings:** One player's or one team's turn to bat (or bowl).
- An over:** The delivery of six consecutive legal balls by one bowler.
- Crease:** The lines in front of the wickets that mark positions for the bowler and batter.



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

### Key Skills: Physical

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions

### Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration and awareness of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Creating
- Thinking: Observing and providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting and applying skills

## Key Vocabulary:

- levels • actions • formation • timing
- relationship • performance • expression
- unison • posture • dynamics • canon

## Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).

**Unison:** Two or more dancers performing the same movement at the same time.

**Dynamics:** How a movement is performed e.g. robotically, softly.

**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

**Space:** The 'where' of movement such as levels, directions, pathways, shapes.

**Formation:** Where dancers are in relation to each other.

**Canon:** Performing the same movement, motif or phrase one after the other.



# Knowledge Organiser: Dance Y6



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

### Key Skills: Physical

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring



### Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

### Key Vocabulary:

- levels • actions • formation • timing
- phrase • performance • expression
- unison • posture • dynamics • canon
- choreograph • contrast • structure

## Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

### Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Pathway:** Designs traced in space (on the floor or in the air).

**Unison:** Two or more dancers performing the same movement at the same time.

**Dynamics:** How a movement is performed e.g. robotically, softly.

**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

**Space:** The 'where' of movement such as levels, directions, pathways, shapes.

**Formation:** Where dancers are in relation to each other.

**Canon:** Performing the same movement, motif or phrase one after the other.

**Structure:** The way in which a dance is ordered or organised.

**Phrase:** A short sequence of linked movements.



# Knowledge Organiser: Dodgeball Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
  - use running, jumping, throwing and catching in isolation and in combination.
  - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

## Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking

## Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Leadership
- Emotional: Honesty
- Emotional: Determination
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying tactics



## A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

## Key Vocabulary:

- |                |              |                  |
|----------------|--------------|------------------|
| • pressure     | • tactics    | • opponent       |
| • officiate    | • referee    | • fair play      |
| • consistently | • outwit     | • sportsmanship  |
| • support      | • tournament | • co-operatively |

## Teacher Glossary

**Live Ball:** A "LIVE" ball is one that has not bounced or hit a wall/ceiling.

**End Zone:** The areas at the back of the court where players must stand at the start of a game.

**Target:** Any 'live' player on the opposing team.

**Dead Zone:** The area that runs through the centre of the court. Only a player's hands are allowed in the dead zone.



## Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key Questions...

- How does exercise affect our body?
- Can you describe what happens in your body when you warm up?
- Can you identify other activities that can increase stamina, strength, agility and flexibility?
- What muscles can you feel working during the different activities you do?

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- |                  |             |           |
|------------------|-------------|-----------|
| • agility        | • technique | • speed   |
| • balance        | • control   | • power   |
| • generate force | • strength  | • analyse |
| • continuous     | • stamina   | • measure |
| • co-ordination  | • component | • record  |

## Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

## Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



## Teacher Glossary

- Agility:** The ability to change direction quickly and easily.
- Balance:** The ability to stay upright or stay in control of body movement.
- Co-ordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
- Stamina:** The ability to move for sustained periods of time.
- Power:** Speed and strength combined.



# Knowledge Organiser: Football Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement,
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination,
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Dribbling
- Passing
- Ball control
- Tracking / jockeying
- Turning
- Goalkeeping
- Receiving

### Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

### Key principles of invasion games

<b>Attacking</b>	<b>Defending</b>
<b>Score goals</b>	<b>Stop goals</b>
<b>Create space</b>	<b>Deny space</b>
<b>Maintain possession</b>	<b>Gain possession</b>
<b>Move the ball towards goal</b>	



## Key Rules

- **Hand ball:** when a player handles the ball with any part of their arm.
- **Goal kick:** A goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- **Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- **A penalty kick:** is awarded if any of the above offences is committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

## Key Vocabulary:

- control
- tactics
- opponent
- intercepting
- possession
- tracking
- consistently
- conceding
- outwit
- pressure
- foul
- touch
- possession
- outwit

## Teacher Glossary

**Interception:** intercepting a pass made by an opposing player

**Possession:** when a team has the ball they are in possession

**Marking:** when a player defends an opponent

**Getting free:** when an attacking player moves to lose their defender

**Foul:** an act by a player that breaks the rules of the game

**Throw in:** A throw in is awarded when the whole of the ball passes over the side line, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball



# Knowledge Organiser: Golf Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- play competitive games, modified where appropriate



## Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking



## Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Sharing and agreeing on ideas
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being proud of their work
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development
- Thinking: Creativity

## Key Vocabulary:

- par
- strike
- consistently
- accurately
- putt
- hole
- align
- swing
- drive
- swing
- bunker
- hazard
- chipping
- power

## Teacher Glossary

**Putt:** A putt is a short shot played when the ball is on the green (near the hole).

**Chipping:** Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.

**Drive:** A drive focuses on sending the ball a long distance to get the ball closer to the green.

**Tee:** A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.



# Knowledge Organiser: Gymnastics Y5



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

## Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Vault

## Key Skills: S.E.T

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



## Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.
- **Timing:** Use canon and synchronisation in the performance.

## Key Vocabulary:

- symmetrical
- asymmetrical
- extension
- rotation
- synchronisation
- canon
- inverted
- progression
- aesthetics

## Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Pathway:** Designs traced in space (on the floor or in the air).
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.
- Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- Canon:** When performers complete the same physical action one after the other.
- Synchronisation:** When performers complete the same physical action at the same time.



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

## Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Headstand
- Vault

## Key Skills: S.E.T

- Social: Responsibility
- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



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- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.
- **Timing:** Use canon and synchronisation in the performance.

## Key Vocabulary:

- momentum • counter balance • aesthetics
- formation • synchronisation • stability
- inverted • progression • counter tension

## Teacher Glossary

**Counter balance:** A balance where a person uses another person's weight to stay balanced by pushing against them.

**Counter tension:** A balance where a person uses another person's weight to stay balanced by pulling away from them.

**Pathway:** Designs traced in space (on the floor or in the air).

**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

**Canon:** When performers complete the same physical action one after the other.

**Synchronisation:** When performers complete the same physical action at the same time.

**Formation:** Where you are in the space in relation to others.



# Knowledge Organiser: Handball Year 5 and Year 6



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Throwing and catching
- Moving with the ball
- Dribbling
- Intercepting
- Shooting

## Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and provide feedback

## Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

## Key Vocabulary:

- pressure
- delay
- control
- tactics
- support
- release
- angle
- reaction
- principle
- inclusion
- create
- close down
- transfer

## Teacher Glossary

**Interception:** when a player takes possession of the ball away from the opposition as the ball is passed.

**Possession:** when a team has the ball they are in possession.

**Marking:** when a player defends an opponent.

**Principle:** these are the attacking and defending foundations that make up a game. Please see principles on the left.

**Close down:** used in defence to deny a space to an opponent or to make an angle smaller making it harder for the attack.



# Knowledge Organiser: Hockey Year 5 and Year 6



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Dribbling
- Passing
- Receiving
- Tackling
- Creating and using space
- Shooting

### Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



## Key Rules

- **Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.
- **Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.
- **High stick:** When a player attempts to play at any high ball (over knee height) with the stick.
- **Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

## Key Vocabulary:

- obstruction
- conceding
- block tackle
- trapping the ball
- possession
- attack
- support
- interception
- jab tackle
- consistently
- bully off
- defence

## Teacher Glossary

**Interception:** When a player takes possession of the ball away from the opposition as the ball is passed

**Possession:** when a team has the ball they are in possession

**Bully off:** used to restart a game after a stoppage.

**Trapping the ball:** getting down low to stop and receive a pass on the stick with control

**Centre pass:** A pass used to begin the game or the second half, or to restart play following a goal





# Knowledge Organiser: Netball Year 5 and Year 6



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

## Key Rules

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. Players can lift their landing foot from the ground but cannot place it back down. Encourage players to keep their landing foot on the ground, the other foot may then be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side, a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

- rebound
- possession
- attack
- contact
- obstruction
- defend
- contest
- conceding
- interception
- consecutive
- consistently
- turnover

## Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional; Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



## Teacher Glossary

- Possession:** when a team has the ball they are in possession
- Interception:** catching a pass made by an opposing player
- Turnover:** when a team not in possession of the ball gains possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



# Knowledge Organiser: OAA Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

## Key Skills: Physical

- Stamina
- Running

## Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving



## Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly, and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

### Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

## Key Vocabulary:

- tactical
- orienteering
- leader
- control card
- navigation
- orientate
- critical thinking
- location
- strategy
- co-operatively
- Symbol
- boundaries

## Teacher Glossary

**Orienteer:** To find your location in relation to a map.

**Control:** Is what the pupils are looking for and are referenced on a map.

**Course:** The route chosen for the controls which need to be visited in order.

**Symbol:** A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.

**Strategy:** A plan of action to complete a set task or challenge.



# Knowledge Organiser: Rounders Year 5 and Year 6



## Links to the PE National Curriculum

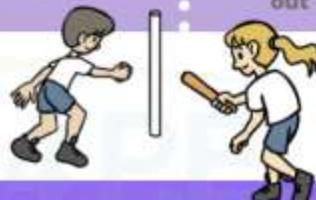
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Throwing
- Catching
- Bowling
- Tracking, fielding & retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Organising & self-managing a game
- Social: Respect
- Social: Supporting & encouraging others
- Social: Communicating ideas & reflecting with others
- Emotional: Honesty & fair play
- Emotional: Confident to take risks
- Emotional: Managing emotion
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Identifying how to improve
- Thinking: Selecting skills



### Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

### How to score:

### A player is out if:

- Caught out: by a fielder before the ball touches the floor.
- Stumped out: by a fielder at the base the batter is running to.
- Run out: meaning the batter has run to a base where another batter is standing.
- Running inside the bases.

### Key Vocabulary:

- strike
- fielding
- co-operatively
- consistently
- pressure
- batting
- retrieve
- overtake
- outwit
- backing up
- continuous
- consecutive
- obstruction

### Teacher Glossary

- Fielder:** A player on the fielding team, especially one other than the bowler or backstop.
- Batter:** A player on the batting team.
- Rounder:** The unit of scoring.
- Bowler:** The player who starts the game by bowling to the batter.
- Backstop:** The player on the fielding side who stands behind the live batter (the batter who is batting).



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Running
- Dodging
- Scoring

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusion
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback
- Thinking: Selection and coaching skills



## Key Rules

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

## Key Vocabulary:

- |             |              |             |
|-------------|--------------|-------------|
| • defence   | • onside     | • offside   |
| • opponent  | • possession | • attack    |
| • formation | • dictate    | • shut down |
| • pressure  | • turnover   | • support   |
| • receiver  |              |             |

## Teacher Glossary

**Interception:** When a player takes possession of the ball away from the opposition as the ball is passed

**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

**Try line:** The line behind which a player must place the ball in order to score a try

**Formation:** The position in which a team stands

**Shut down:** When a defending player shuts down or limits the space or movement of the attacker

**Try:** The unit of scoring in tag rugby

**Tag:** When a player pulls the tag of the opposition who is in possession of the ball

# Knowledge Organiser: Tennis Y6

## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

### Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying tactics
- Thinking: Evaluating and improving

### Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a doublefault.)

## Key Vocabulary:

- ready position
- return
- serve
- outwit
- control
- opponent
- forehand
- backhand
- volley
- co-operatively
- continuously

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Volley:** When a player hits the ball before it bounces on the floor.

**Ace:** A serve that is a winner without the receiving player able to return the ball.

**Baseline:** The line indicating the back of the court.

**Service line:** The line that the ball must bounce before when serving.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.



# Knowledge Organiser: Yoga Year 5 and Year 6



## Links to the PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- Pupils should be taught to develop flexibility, strength, technique, control and balance.

## Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

## Key Skills: Physical

- Balance
- Strength
- Flexibility
- Coordination

## Key Skills: S.E.T

- Social: Leadership
- Social: Sharing ideas
- Social: Working safely
- Emotional: Confidence
- Emotional: Working independently
- Thinking: Creating
- Thinking: Selecting and applying actions
- Thinking: Observing and providing feedback



## Key Vocabulary:

- quality
- develop
- salutation
- collaboratively
- notice
- high lunge
- transition
- connected
- calm
- fluidity
- practice
- aware

## Teacher Glossary

- **Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.
- **Asana:** Refers to physical poses and postures.
- **Pranayama:** Refers to breathing techniques. Prana is our life force, our breath.
- **Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.