

Knowledge Organiser: Athletics Y1



Links to the PE National Curriculum

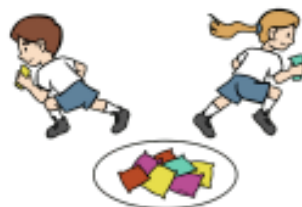
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

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



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

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

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I am able to throw towards a target.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing overarm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

- I show balance and co-ordination when running at different speeds.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I can identify good technique.
- I can describe how my body feels during exercise.
- I try my best.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

Running Develop the sprinting action.	Jumping Develop jumping, hopping and skipping actions.	Year 2	Jumping Explore safely jumping for distance and height.	Throwing Develop overarm throwing for distance.
Running Explore running at different speeds.	Jumping Develop balance whilst jumping and landing.	Year 1	Jumping Explore hopping, jumping and leaping for distance.	Throwing Explore throwing for distance and accuracy.
Running Explore running and stopping. Explore running on the balls of their feet.		EYFS	Jumping Explore jumping and hopping safely.	Throwing Explore throwing to a target.



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

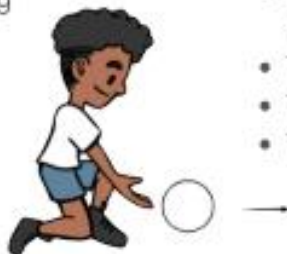
Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

Key Vocabulary:

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

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

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.



Get Set 4 P.E.

Where this unit sits



Assessment Criteria

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.

Year 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Progression of Skills Ladder

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.	Year 2	Tracking Consistently track and collect a ball being sent directly.	Dribbling Dribble a ball with hands and feet with some control.
Sending Roll and throw with some accuracy towards a target.	Catching • Begin to catch with two hands. • Catch after a bounce.	Year 1	Tracking Track a ball being sent directly.	Dribbling Begin to dribble with hands and feet.
Sending Explore sending an object with hands and feet.	Catching Explore catching using a variety of larger balls and beanbags.	EYFS	Tracking Explore stopping a ball with hands and feet.	Dribbling Explore bouncing and catching.

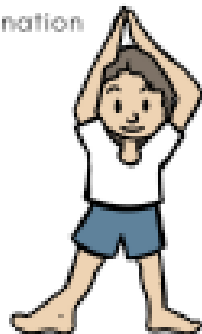


Links to the PE National Curriculum

- 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).

Where this unit sits



Assessment Criteria

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, selecting actions in response to the task.
- I show respect towards others when providing feedback.

Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Progression of Skills Ladder

Actions <i>Accurately remember, repeat and link actions to express an idea.</i>	Dynamics <i>Develop an understanding of dynamics.</i>	Year 2	Space <i>Develop the use of pathways and travelling actions to include levels.</i>	Relationships <i>Explore working with a partner using unison, matching and mirroring.</i>	Performance <i>Develop the use of facial expressions in their performance.</i>
Actions <i>Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</i>	Dynamics <i>Explore varying speeds to represent an idea.</i>	Year 1	Space <i>Explore pathways within their performances.</i>	Relationships <i>Begin to explore actions and pathways with a partner.</i>	Performance <i>Begin to use counts within their performance.</i>
Actions <i>Explore how their body moves. Copy basic body actions and rhythms.</i>	Dynamics <i>Explore actions in response to music and an idea.</i>	EYFS	Space <i>Explore pathways and the space around them and in relation to others.</i>	Performance <i>Are given opportunities to perform in front of others.</i>	

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.

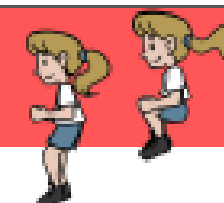
Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

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



Get Set 4 PE.

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I can recognise changes in my body when I do exercise.
- I can share my ideas with other people in the class.
- I can talk about what exercise does to my body.
- I recognise how exercise makes me feel.
- I try my best in the challenges I am set.
- I understand why it is important to warm up.

Year 2

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics Fundamentals

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 their body with and without equipment.	Year 2	Speed Can demonstrate running at different speeds.	Strength Demonstrate increased control in body weight exercises.	Stamina Show an ability to work for longer periods of time.
Agility Change direction whilst running.	Balance Explore balancing in more challenging activities with some success.	Co-ordination Explore co-ordination through the use of equipment.	Year 1	Speed Explore running at different speeds.	Strength Explore exercises using their own body weight.	Stamina Explore moving for longer periods of time and identify how it makes them feel.
Agility Explore changing direction safely.	Balance Explore balancing whilst stationary and on the move.	Co-ordination Explore moving different body parts together.	EYFS	Speed Explore moving and stopping with control.	Strength Explore taking weight on different body parts.	Stamina Explore moving for extended 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.

What are fundamental skills?

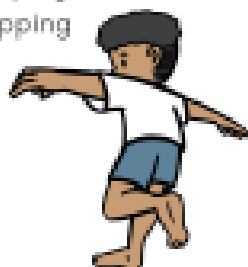
Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

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

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

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.

Where this unit sits

Assessment Criteria



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.

Year 1

- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

Progression of Skills Ladder

Running	Balance	Year 2	Jumping	Hopping	Skipping
• Demonstrate balance when changing direction. • Clearly show different speeds when running.	• Demonstrate balance when performing movements.		• Demonstrate jumping for distance, height and in different directions.	• Demonstrate hopping for distance, height and in different directions.	• Explore single and double bounce when jumping in a rope.
Running	Balance	Year 1	Jumping	Hopping	Skipping
• Explore changing direction and dodging. • Discover how the body moves at different speeds.	• Move with some control and balance. • Explore stability and landing safely.		• Demonstrate control in take off and landing when jumping.	• Begin to explore hopping in different directions.	• Show co-ordination when turning a rope. • Use rhythm to jump continuously in a French rope.
Running	Balance	EYFS	Jumping	Hopping	Skipping
• Explore running and stopping. • Explore changing direction safely.	• Explore balancing whilst stationary and on the move.		• Begin to explore take off and landing safely.	• Explore hopping on both feet.	• Explore skipping as a traveling action.

Knowledge Organiser: Gymnastics Y1



Links to the PE National Curriculum

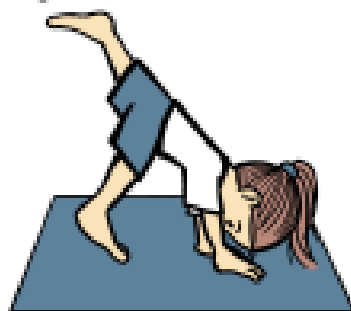
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing 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.

Where this unit sits



Assessment Criteria

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.

Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Progression of Skills Ladder

Shapes Explore using shapes in different gymnastic balances.	Balances Remember, repeat and link combinations of gymnastic balances.	Year 2	Rolls Explore barrel, straight and forward roll and put into sequence work.	Jumps Explore shape jumps and take off combinations.
Shapes Explore basic and still shapes straight, tuck, straddle, pike.	Balances Perform balances making their body tense, stretched and curled.	Year 1	Rolls Explore barrel, straight and forward roll progressions.	Jumps Explore shape jumps including jumping off low apparatus.
Shapes Show contrast with their bodies including wide/narrow, straight/curved.	Balances Explore shapes in stillness using different parts of their bodies.	EYFS	Rolls Explore rocking and rolling.	Jumps Explore jumping safely.

Knowledge Organiser: Invasion Games Year 1

Links to the PE National Curriculum

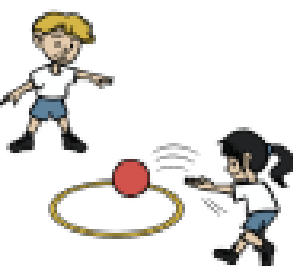
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

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 principles of invasion games

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

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

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

Where this unit sits



EYFS	Assessment Criteria	Year 2
Assessment criteria for EYFS units.	Year 1 - I am beginning to dribble a ball with my hands and feet. - I can change direction to move away from a defender. - I can recognise space when playing games. - I can send and receive a ball with hands and feet. - I can use simple rules to play fairly. - I move to stay with another player when defending. - I recognise changes in my body when I do exercise. - I understand when I am a defender and when I am an attacker.	- I can describe how my body feels during exercise. - I can dodge and find space away from the other team. - I can move with a ball towards goal. - I can sometimes dribble a ball with my hands and feet. - I can stay with another player to try and win the ball. - I know how to score points and can remember the score. - I know who is on my team and I can attempt to send the ball to them.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

Sending & receiving Developing S&R with increased control.	Dribbling Explore dribbling with hands and feet with increasing control on the move.	Year 2	Attacking Developing moving into space away from defenders.	Defending Explore staying close to other players to try and stop them getting the ball.	Space Explore moving with a ball towards goal.
Sending & receiving Explore S&R with hands and feet to a partner.	Dribbling Explore dribbling with hands and feet.	Year 1	Attacking Explore changing direction to move away from a partner.	Defending Explore tracking and move to stay with a partner.	Space Recognise good space when playing games.
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.	EYFS	Attacking & defending Explore changing direction and tagging games.	Space Recognise their own space.	



Get Set 4 PE.

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



Where this unit sits



EYFS

Assessment criteria for EYFS units.

Assessment Criteria Year 1

- I can hit a ball using a racket.
- I can throw a ball to land over the net and into the court area.
- I can track balls and other equipment sent to me.
- I can use a ready position to move to the ball.
- I know how to score points.
- I recognise changes in my body when I do exercise.
- I show honesty and fair play when playing against an opponent.

Year 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Progression of Skills Ladder

Other activities that progress into this unit are:

Games
Ball Skills
Fundamentals
Sending and Receiving

Hitting
Develop hitting a dropped ball over a net.

Feeding
Accurately underarm throw over a net to a partner.

Year 2

Rallying
Explore underarm rallying with a partner catching after one bounce.

Footwork
Consistently use the ready position to move towards a ball.

Hitting
Explore hitting a dropped ball with a racket.

Feeding
Throw a ball over a net to land into the court area.

Year 1

Rallying
Explore underarm rallying with a partner.

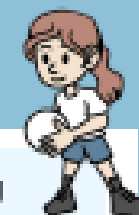
Footwork
Use the ready position to move towards a ball.

Hitting
Explore hitting a ball with their hands.

Feeding and Rallying
Explore sending a ball to a partner.

EYFS

Footwork
Explore changing direction, running and stopping.



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

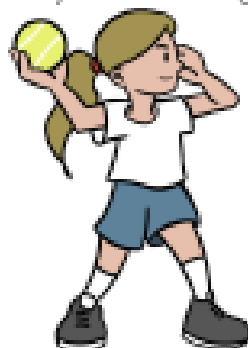
Target Games	Net & Wall	Striking & Fielding	Invasion
Golf	Tennis		Hockey
Boules	Volleyball	Rounders	Netball
Boccia	Badminton	Cricket	Football
New Age Kurling		Baseball	Tag Rugby
Dodgeball			Handball
			Basketball

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.

Where this unit sits



Assessment Criteria

EYFS

Assessment
criteria for EYFS
units.

Year 1

- I am beginning to send and receive a ball with my feet.
- I can catch a ball with some success.
- I can recognise changes in my body when I do exercise.
- I can roll a ball towards a target.
- I can throw a ball to a partner.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately throw and kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can track a ball and stop it using my hands and feet.
- I can work co-operatively with a partner and a small group.
- I can work safely to send a ball towards a partner using a piece of equipment.

Units that
progress into this
activity:

Ball Skills

**Sending and
Receiving**

Activities that
this unit
progresses into:

**Target Games
Net and Wall
Striking and Fielding
Invasion**





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.

Where this unit sits



EYFS

Assessment Criteria

Year 1

Year 2

Assessment criteria for EYFS units.

- I can catch a beanbag and a medium-sized ball.
- I can roll a ball towards a target.
- I can strike a ball using my hand.
- I can track a ball that is coming towards me.
- I know how to score points.
- I understand the rules and I am beginning to use these to play honestly and fairly.
- I understand when I am successful.

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

Striking

Develop striking a ball with their hand and equipment with some consistency.

Fielding

Understand that there are different roles within a fielding team.

Year 2

Throwing

Develop coordination and technique when throwing over and underarm.

Catching

Catch with two hands with some coordination and technique.

Striking

Explore striking a ball with their hand and equipment.

Fielding

Develop tracking and retrieving a ball for their team.

Year 1

Throwing

Explore technique when throwing over and underarm.

Catching

Develop coordination and technique when catching.

Striking

Explore sending a ball to a partner.

Fielding

Explore tracking and stopping a rolling ball.

EYFS

Throwing and Catching

Explore rolling, throwing and catching using a variety of equipment.