



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:

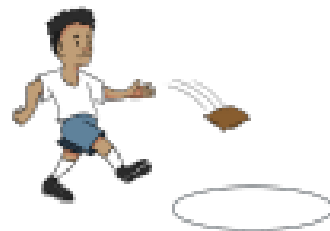
speed • **jog** • **sprint** • **pace** • **balance**
direction • **take off** • **landing** • **swing**
height • **distance** • **overarm** • **underarm**

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

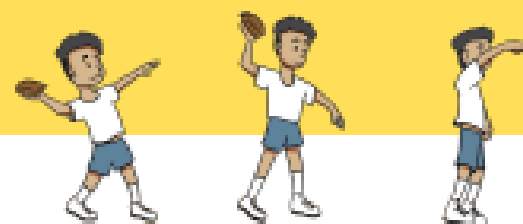
Agility: the ability to change direction quickly and easily

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

Where this unit sits



Assessment Criteria

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.

Year 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

Running Develop the sprinting technique and apply it to relay events.		Year 3	Jumping Develop technique when jumping for distance in a range of approaches and take off positions.	Throwing Explore the technique for a pull throw.
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.

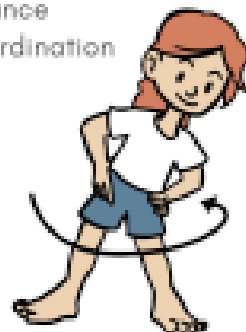
Knowledge Organiser: Dance Y2

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.



Get Set 4 PE.

Where this unit sits



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.

Assessment Criteria

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.

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

Progression of Skills Ladder

Actions Create actions in response to a stimulus individually and in groups.	Dynamics Use dynamics effectively to express an idea.	Year 3	Space Use directions to transition between formations.	Relationships Develop an understanding of formations.	Performance Perform short, self-choreographed phrases showing and awareness of timing.
Actions Accurately remember, repeat and link actions to express an idea.	Dynamics Develop an understanding of dynamics.	Year 2	Space Develop the use of pathways and travelling actions to include levels.	Relationships Explore working with a partner using unison, matching and mirroring.	Performance Develop the use of facial expressions in their performance.
Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.	Dynamics Explore varying speeds to represent an idea.	Year 1	Space Explore pathways within their performances.	Relationships Begin to explore actions and pathways with a partner.	Performance Begin to use counts within their performance.



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.

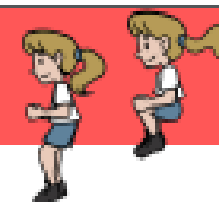
Coordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

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



Get Set 4 PE.

Where this unit sits



Assessment Criteria

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.

Year 3

- I can collect and record my scores, recognising my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand that there are different areas of fitness.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics Fundamentals

			Year 3		
Agility Show balance when changing direction.	Balance Explore more complex activities which challenge balance.	Co-ordination Can co-ordinate their bodies with increased consistency in a variety of activities.	Speed Explore sprinting technique.	Strength Explore building strength in different muscle groups.	Stamina Explore using their breath to increase their ability to work for longer periods of time.
			Year 2		
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.	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.
			Year 1		
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.	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.



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

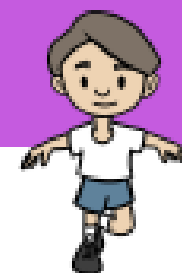
Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

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.

Where this unit sits



Assessment Criteria

Year 1

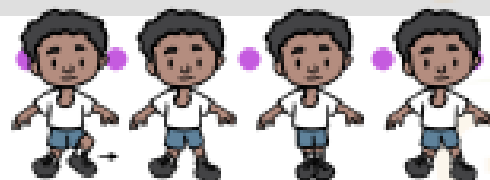
- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show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

Year 3

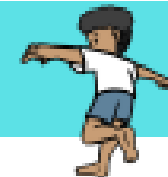
- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.



Progression of Skills Ladder

		Year 3		
Running	Balance		Jumping and hopping	Skipping
• Change direction quickly. • Understand and show how the body moves at different speeds.	Demonstrate balance when performing other fundamental skills.		Link jumping and hopping actions.	Jump and turn a skipping rope.
Running	Balance	Year 2	Jumping	Hopping
• 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.
Running	Balance	Year 1	Jumping	Hopping
• 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.
				Skipping
				• Show co-ordination when turning a rope. • Use rhythm to jump continuously in a French rope.

Knowledge Organiser: Gymnastics 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 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.



Get Set 4 PE.

Where this unit sits



Assessment Criteria

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.

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Progression of Skills Ladder

Shapes Explore matching and contrasting shapes.	Balances Explore point and patch balances and transition smoothly into and out of them.	Year 3	Rolls Develop the straight, barrel, and forward roll.	Jumps Develop stepping into shape jumps with control.
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.



Get Set 4 PE!

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.

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

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

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



Get Set 4 PE

Where this unit sits

Year 1

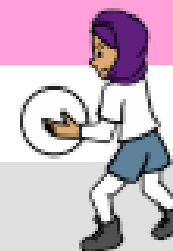
- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Assessment Criteria

Year 2

- 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.

Year 3



Assessment criteria for the Invasion Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity are:

Games

Ball Skills

Fundamentals

Sending and Receiving

	Year 3		Year 2		Year 1	
	Sending & receiving	Dribbling	Attacking	Defending	Space	
	Explore S&R abiding by the rules of the game.	Explore dribbling the ball abiding by the rules of the game under some pressure.	Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	Track opponents to limit their scoring opportunities.	Develop moving with a ball towards goal with some control.	
	Sending & receiving	Dribbling	Attacking	Defending	Space	
	Developing S&R with increased control.	Explore dribbling with hands and feet with increasing control on the move.	Developing moving into space away from defenders.	Explore staying close to other players to try and stop them getting the ball.	Explore moving with a ball towards goal.	
	Sending & receiving	Dribbling	Attacking	Defending	Space	
	Explore S&R with hands and feet to a partner.	Explore dribbling with hands and feet.	Explore changing direction to move away from a partner.	Explore tracking and move to stay with a partner.	Recognise good space when playing games.	



Get Set 4 PE.

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.

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

Examples of Net and Wall Games

Tennis

Badminton

Volleyball

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



Where this unit sits



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.

Assessment Criteria

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.

Year 3

Assessment criteria
for the
Net and Wall
Games units in
Year 3

Progression of Skills Ladder

Other activities that
progress into this
unit are:

**Games
Ball Skills
Fundamentals
Sending and Receiving**

Shots Explore returning a ball using focus shots such as the forehand and backhand.	Serving Explore serving from an underarm serve.	Year 3	Rallying Explore rallying with a forehand.	Footwork Consistently use and return to the ready position in between shots.
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.

Knowledge Organiser: Sending and Receiving Year 2

Links to the PE National Curriculum

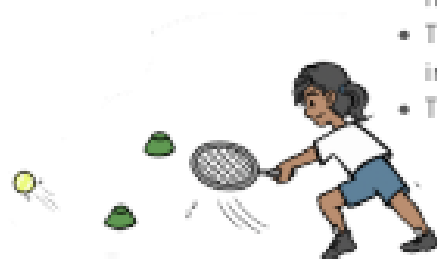
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- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

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.

Where this unit sits

Assessment Criteria

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.

Year 3



Assessment criteria for
Target Games
Net and Wall
Striking and Fielding
and Invasion
units in Year 3

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**

Knowledge Organiser: Target 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) 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 Target Games

Golf	Boccia	Bowls
New Age Kurling	Dodgeball	Archery

Key Vocabulary:

- release
- accuracy
- opposite
- strike
- target
- ahead
- select
- object
- distance

Key Skills: Physical

- Throwing
- Kicking
- Rolling
- Striking
- Aim
- Hand eye co-ordination

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Kindness
- Social: Support
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Independence
- Emotional: Manage emotions
- Thinking: Select and apply
- Thinking: Using tactics
- Thinking: Decision making
- Thinking: Provide feedback
- Thinking: Problem solving



Teacher Glossary

Release: The point at which you let go of an object.

Target: The object that is being aimed for.

Co-ordination: The ability to move two or more body parts at the same time.

Where this unit sits



Assessment Criteria

Year 1

- I can recognise changes in my body when I do exercise.
- I can use an overarm throw aiming towards a target.
- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can work co-operatively with a partner.
- I understand what good technique looks like.

Year 2

- I am able to select the appropriate skill for the situation.
- I can throw, roll kick or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

Year 3

Assessment criteria for the Target Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity:

Games
Ball Skills
Sending & Receiving



Throwing
Explore throwing at a moving target.

(Dodgeball) Catching
Build the confidence to attempt catching in game situations.

Year 3

Striking
Begin to explore striking a ball with sport specific equipment.

Throwing Overarm
Develop co-ordination and technique when throwing overarm at a target.

Year 2

Throwing Underarm
Develop co-ordination and technique when throwing underarm at a target.

Striking
Develop striking a ball with equipment with some consistency.

Throwing Overarm
Explore technique when throwing overarm towards a target.

Year 1

Throwing Underarm
Explore technique when throwing underarm towards a target.

Striking
Explore striking a ball with their hand and equipment.



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.



Where this unit sits



Assessment Criteria

Year 1

- I can recognise how yoga makes me both feel physically and mentally.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Progression of Skills Ladder

Other units that progress into this activity are:

Fundamentals
Gymnastics

Balance

Demonstrate increased control when in poses and explore control in paired poses.

Flexibility

Explore poses and movement in relation to their breath.

Year 3

Strength

Explore arm balances with some control.

Mindfulness

Develop their ability to stay still and keep their focus.

Balance

Remember, copy, and repeat sequences of linked poses.

Flexibility

Show increased awareness of extension in poses.

Year 2

Strength

Demonstrate increased control in performing poses.

Mindfulness

Explore controlling their focus and sense of calm.

Balance

Perform balances and poses making their body tense, stretched and curled.

Flexibility

Explore poses and movements that challenge their flexibility.

Year 1

Strength

Explore strength whilst transitioning from one pose to another.

Mindfulness

Recognise their own feelings in response to a task or activity.