

Knowledge Organiser: Athletics Y3



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.

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

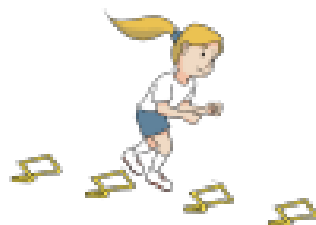
Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Key Vocabulary:

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

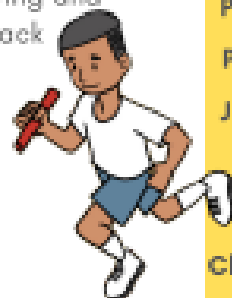
Key Skills: Physical

- 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



Teacher Glossary

Push throw: when the performer pushes the item through the air

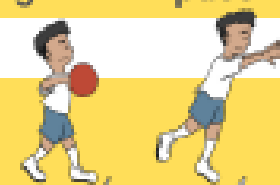
Pull throw: when the performer pulls the item through the air

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



Where this unit sits

Assessment Criteria

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.

Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.



Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

Running
Develop an understanding of speed and pace in relation to distance.

Running
Develop power and speed in the sprinting technique.

Year 4

Jumping
Develop technique when jumping for distance.

Throwing
Explore power and technique when throwing for distance in a pull and heave throw.

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. Explore rhythm when running over obstacles.

Jumping
Develop jumping, hopping and skipping actions.

Year 2

Jumping
Explore safely jumping for distance and height.

Throwing
Develop overarm throwing for distance.



Get Set 4 PE.

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

Key principles of striking and fielding games

Attacking	Defending
Score points	Limit points
Placement of an object	Deny space
Avoid getting out	Get opponents out



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 Leg Before the Wicket when the ball is travelling towards the wicket.

Key Vocabulary:

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

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.



Get Set 4 P.E.

Where this unit sits



Year 2

- 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.

Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I work co-operatively with my group to self-manage games.

Assessment Criteria

Year 4

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Striking and Fielding
Sending and Receiving

Striking

Explore defensive and driving hitting techniques and directional batting.

Fielding

Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 5

Throwing

Demonstrate clear technique when using a variety of throws under pressure.

Catching

Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Striking

Develop batting technique consistent with the rules of the game.

Fielding

Develop bowling with some consistency, abiding by the rules of the game.

Year 4

Throwing

Use overarm and underarm throwing with increased consistency in game situations.

Catching

Beginning to catch with one and two hands with some consistency in game situations.

Striking

Begin to strike a bowled ball using different equipment.

Fielding

Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

Year 3

Throwing

Use overarm and underarm throwing in game situations.

Catching

Catch with some consistency in game situations.

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.

Knowledge Organiser: Dance 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.
- 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.

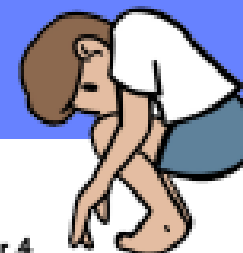
Formation: where dancers are in relation to each other.

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



Get Set 4 PE.

Where this unit sits



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.

Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

Progression of Skills Ladder

Actions Respond imaginatively to a range of stimuli related to character and narrative.	Dynamics Change dynamics confidently within a performance to express changes in character.	Year 4	Space Confidently use changes in level, direction and pathway.	Relationships Use action and reaction to represent an idea.	Performance Perform complex dances that communicate narrative and character well, performing clearly and fluently.
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.



Get Set 4 P.E.

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 **clearly**, 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.



Get Set 4PE.

Where this unit sits



Assessment Criteria

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

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can throw accurately at a target.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

Progression of Skills Ladder

Other units that progress into this activity:

Games
Ball Skills
Fundamentals
Target Games
Sending & Receiving

Throwing Demonstrate clear technique when throwing under pressure.	Catching Demonstrate good technique and consistency in catching skills under pressure.	Year 5	Striking (Golf) Develop a wider range of striking techniques and begin to use them under pressure.
Throwing Throw with increasing accuracy and success in game situations.	Catching Catch with increasing consistency in game situations.	Year 4	Striking (Golf) Explore striking techniques appropriate to the situation.
Throwing Explore throwing at a moving target.	Catching Build the confidence to attempt catching in game situations.	Year 3	Striking (Golf) 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.



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

Score goals

Create space

Maintain possession

Move the ball towards goal

Defending

Stop goals

Deny space

Gain possession



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 | • attacker | • outside |
| • opponent | • communicate | • possession |
| • opposition | • tracking | • inside |
| • dribbling | • control | • available |
| • defender | • tackle | |

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



Where this unit sits

Assessment Criteria

- 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 2

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

Year 3

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

Year 4

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving Develop control when S&R under pressure.	Dribbling Select and apply a variety of dribbling techniques to game situations.	Year 5	Attacking Explore creating tactics with others and applying them to game situations.	Defending Develop tracking and marking with a variety of techniques and increased success.	Space Move to create space for themselves and others in their team.
Sending & receiving Develop passing to a teammate using a variety of techniques appropriate to the game.	Dribbling Develop control whilst dribbling under pressure.	Year 4	Attacking Develop decision making around when to pass and when to shoot.	Defending Develop defending one on one and know when to win the ball.	Space Move into space to help their team keep possession and score goals.
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.	Year 3	Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	Defending Track opponents to limit their scoring opportunities.	Space Develop moving with a ball towards goal with some control.
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.



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.



Where this unit sits

Assessment Criteria

Year 2

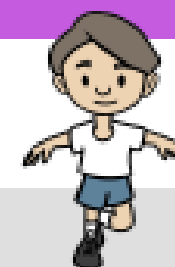
- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- 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.

Year 4

- I can change direction quickly under pressure.
- I can explain what happens when I exercise.
- I can identify when I was successful and what I need to do to improve.
- I can link hopping and jumping actions with other fundamental skills.
- I can work with others to complete skipping challenges.
- I demonstrate good balance and control when performing other fundamental skills.
- I understand and can demonstrate how and when to speed up and slow down when running.



All Year 5 Assessment Criteria



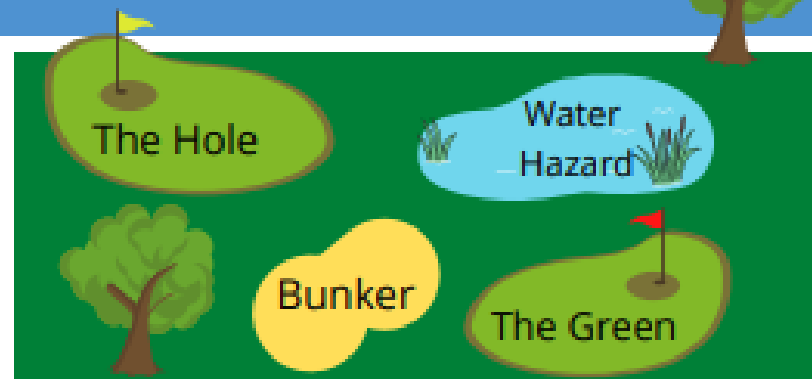
Progression of Skills Ladder

Running Demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.	Balance Consistently demonstrate good balance when performing other fundamental skills.	Year 5	Jumping and hopping Demonstrate good technique and co-ordination when linking jumps.	Skipping Show a range of skills when skipping in a rope.	
Running • Change direction quickly under pressure. • Demonstrate when and how to accelerate and decelerate.	Balance Demonstrate good balance and control when performing other fundamental skills.	Year 4	Jumping and hopping Link hopping and jumping actions with other fundamental skills.	Skipping Consistently skip in a rope.	
Running • Change direction quickly. • Understand and show how the body moves at different speeds.	Balance Demonstrate balance when performing other fundamental skills.	Year 3	Jumping and hopping Link jumping and hopping actions.	Skipping Jump and turn a skipping rope.	
Running • Demonstrate balance when changing direction. • Clearly show different speeds when running.	Balance Demonstrate balance when performing movements.	Year 2	Jumping Demonstrate jumping for distance, height and in different directions.	Hopping Demonstrate hopping for distance, height and in different directions.	Skipping Explore single and double bounce when jumping in a rope.



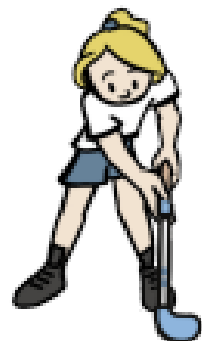
Links to the PE National Curriculum

- 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.



Where this unit sits



Assessment Criteria

Year 2	Year 3	Year 4	Year 5
- I can use an underarm throw to hit a target with some success. - I can use an overarm throw to hit a target with some success. - I am beginning to select the appropriate throw for the target. - I understand what good technique looks like and can use key words in the feedback I provide. - I can describe how my body feels during exercise. - I can work co-operatively with a partner and a small group.	- I can hold all equipment correctly. - I can provide feedback using key words. - I can strike the ball with some accuracy. - I can work on my own, with a partner and as a team. - I mostly have the correct stance for putting. - I show balance when striking the ball. - I understand the aim of the game.	- I can hold all equipment correctly. - I can provide feedback using key terminology and understand what I need to do to improve. - I can show how to aim using a putting club. - I can strike a ball with increasing consistency. - I can use different actions for different shots. - I share ideas and work with others to manage our game.	- I am developing a wider range of skills and I am beginning to use these under some pressure. - I can hold all equipment correctly depending on the shot I am using. - I can identify different areas of the golf course. - I can identify when I was successful and what I need to do to improve. - I can use feedback provided to improve my work. - I can work cooperatively with others to manage our game. - I understand there are different skills for different situations and I am beginning to use these.

Progression of Skills Ladder

Other units that progress into this activity:

Games
Ball Skills
Target Games
Striking & Fielding
Sending & Receiving

Throwing Demonstrate clear technique when throwing under pressure.	(Dodgeball) Catching Demonstrate good technique and consistency in catching skills under pressure.	Year 5	Striking Develop a wider range of striking techniques and begin to use them under pressure.	
Throwing Throw with increasing accuracy and success in game situations.	(Dodgeball) Catching Catch with increasing consistency in game situations.	Year 4	Striking Explore striking techniques appropriate to the situation.	
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 coordination and technique when throwing overarm at a target.		Year 2	Throwing Underarm Develop coordination and technique when throwing underarm at a target.	Striking Develop striking a ball with their hand and equipment with some consistency.

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.

Where this unit sits



Assessment Criteria

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.

Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

Progression of Skills Ladder

Shapes Develop the range of shapes they use in their sequences.	Inverted movements Develop strength in bridge and shoulder stand.	Balances Develop control and fluency in individual and partner balances.	Year 4	Rolls Develop the straight, barrel, forward and straddle roll and perform with increased control.	Jumps Develop control in performing and landing rotation jumps.
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.



Get Set 4 P.E.

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 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

- **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 | • landing foot | • attack |
| • pivot | • interception | • defence |
| • opponent | • rebound | • contact |
| • opposition | • obstruction | • mark |
| • receiver | • possession | |

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

Where this unit sits

Assessment Criteria

- 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 2

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

Year 3

- I can use simple tactics to help my team score or gain possession.
- I understand the rules of the game and I can use them often and honestly.
- I can defend one on one and know when to win the ball.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can pass, receive and shoot the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.

Year 4

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving

Develop control when S&R under pressure.

Attacking

Explore creating tactics with others and applying them to game situations.

Year 5

Defending

Develop tracking and marking with a variety of techniques and increased success.

Space

Move to create space for themselves and others in their team.

Sending & receiving

Develop passing to a teammate using a variety of techniques appropriate to the game.

Attacking

Develop decision making around when to pass and when to shoot.

Year 4

Defending

Develop defending one on one and know when to win the ball.

Space

Move into space to help their team keep possession and score goals.

Sending & receiving

Explore S&R abiding by the rules of the game.

Attacking

Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.

Year 3

Defending

Track opponents to limit their scoring opportunities.

Space

Develop moving with a ball towards goal with some control.

Sending & receiving

Developing S&R with increased control.

Attacking

Developing moving into space away from defenders.

Year 2

Defending

Explore staying close to other players to try and stop them getting the ball.

Space

Explore moving with a ball towards goal.

Knowledge Organiser: Tennis Y3



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.

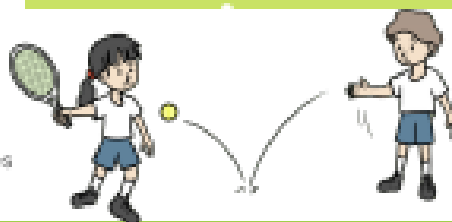
Key Skills: Physical

- Forehand
- Backhand
- Throwing
- Catching
- 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: Using tactics

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 double fault.)

Key Vocabulary:

- ready position
- racket
- track
- rally
- control
- return
- opponent
- accurately

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 being 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.



Where this unit sits



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

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 4

- I understand the rules of the game and I can use them often and honestly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Net and Wall Games
Ball Skills
Fundamentals
Sending and Receiving

Shots

Demonstrate increased technique when using shots both cooperatively and competitively.

Serving

Develop technique in serving underarm with increased consistency.

Year 4

Rallying

Develop rallying using both forehand and backhand with increased technique.

Footwork

Begin to use appropriate footwork patterns to move around the court.

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.