

Knowledge Organiser: Basketball Year 3 and Year 4



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

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

Teacher Glossary

Interception: catching a pass made by an opposing player

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

Marking: when a player defends an opponent

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

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

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

Foul: when a player contacts an opponent



Get Set 4 PE

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 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 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.
- I understand the rules of the game and I can use them often and honestly.

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 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 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.

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.



Get Set 4 P.E.

Knowledge Organiser: Cricket Year 3 and Year 4



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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



A player is out if:

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

Key Vocabulary:

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

Teacher Glossary

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

Batter: A player on the batting team.

Runs: The unit of scoring.

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

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

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

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

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 Y4



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key Vocabulary:

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

Performance Ideas

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

Performing, some good ideas:

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

Teacher Glossary

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

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

Level: High, medium and low.

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

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

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

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

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

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Where this unit sits



Assessment Criteria

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.

Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

Progression of Skills Ladder

Actions Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.	Dynamics Confidently use dynamics to express different dance styles.	Year 5	Space Use direction and patterning to express different dance styles.	Relationships Confidently use formations, canon and unison to express a dance idea.	Performance Perform dances expressively, using a range of performance skills, showing accuracy and fluency.
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.



Links to the PE National Curriculum

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

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



Key Skills: S.E.T

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

A player is 'out' when:

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

Key Vocabulary:

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

Teacher Glossary

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

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

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

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

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.

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.

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Skills: Physical

- Submersion
- Floating
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Rotation
- Sculling
- Treading water
- Handstands
- Surface dives
- H.E.L.P and huddle position

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning tactics



Key Vocabulary:

- | | | |
|--------------|------------|------------------|
| • sculling | • crawl | • breaststroke |
| • submersion | • rotation | • backstroke |
| • buoyancy | • survival | • alternate |
| • huddle | • stroke | • treading water |

Teacher Glossary

- Body roll:** When a swimmer rotates their body from side to side.
- Glide:** When a swimmer coasts with a pause in their stroke.
- Stroke:** A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.
- Sculling:** Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.
- Treading water:** A survival technique used to keep the head above the water.

Where this unit sits



Assessment Criteria

Year 2

- I can begin to use arms and legs together to move effectively across the water.
- I can demonstrate what to do if I fall into water.
- I can float on my front and back.
- I can glide on both front and back.
- I can roll from my front to my back and then regain a standing position.
- I can swim over a distance of 10m unaided.
- I know several pool rules and can explain how they help me to stay safe.

Year 3 and Year 4

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- I can perform safe self-rescue in different water-based situations.

All KS2 Swimming works towards achieving the same assessment criteria as that which is set out in the National Curriculum.

Progression of Skills Ladder



Strokes Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.	Year 4	Breathing Demonstrate improved breathing technique in front crawl.	Water Safety Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.
Strokes Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.	Year 3	Breathing Begin to explore front crawl breathing technique.	Water Safety Explore techniques for personal survival to include survival strokes such as sculling and treading water.
Strokes Begin to use arms and legs together, more effectively across the water unaided.	Year 2	Breathing Begin to explore breathing in sync with their kicking action.	Water Safety Demonstrate an awareness of water safety and float on their front and on their back.



Links to the PE National Curriculum

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

Key Skills: Physical

- Passing
- Catching
- Dodging
- Tagging
- Scoring

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

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

Teacher Glossary

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

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

Marking: When a player defends an opponent

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

Try: The unit of scoring in tag rugby

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

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 learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive 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 game

Year 3

- I understand the rules of the game and I can use them often and honestly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.
- 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 identify when I was successful and what I need to do to improve.
- I can pass and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- 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.	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.