



Get Set 4 P.E.

Knowledge Organiser: Badminton Year 5 and Year 6

Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of net and wall games

Attacking • Defending

Score points • Limit points

Create space • Deny space

Placement of an object • Consistently return an object



How to score

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

A player wins a point when :

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



Key Vocabulary:

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

Teacher Glossary

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

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

Baseline: The line indicating the back of the court.

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

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

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

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



Get Set 4 PE.

Where this unit sits



Assessment Criteria

Assessment
criteria for the
Net and Wall
Games units in
Year 4

- 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 use feedback provided to improve my work.
- I can work cooperatively 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 apply this.

Year 4

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve

Year 5

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

Year 6

Progression of Skills Ladder

Other units that
progress into this
activity are:

Net and Wall Games
Games
Ball Skills
Fundamentals
Sending and Receiving

		Year 6		
Shots Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.	Serving Serve accurately and consistently. Beginning to apply tactics to their serve.		Rallying Successfully apply a variety of shots to keep a continuous rally.	Footwork Demonstrate a variety of footwork patterns relevant to the game they are playing.
Shots Develop the range of shots used in the games they play.	Serving Develop their range of serving techniques appropriate to the game they are playing.	Year 5	Rallying Use a variety of shots to keep a continuous rally.	Footwork Demonstrate effective footwork patterns to move around the court.
Shots Demonstrate increased technique when using shots both co-operatively 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.

Knowledge Organiser: Dance Y5



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key Vocabulary:

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

Performance Ideas

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

Performing, some good ideas:

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

Teacher Glossary

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

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

Level: High, medium and low.

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

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

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

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

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

Formation: Where dancers are in relation to each other.

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

Where this unit sits



Assessment Criteria

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.

Year 6

- I can choreograph a dance and work safely using a prop.
- I can lead a small group through a short warm-up routine.
- I can perform dances confidently and fluently with accuracy and good timing.
- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Progression of Skills Ladder

Actions Show controlled movements which express emotion and feeling.	Dynamics Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.	Year 6	Space and Relationships Use a variety of basic compositional principles when creating their own dances.	Performance Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.	
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.

Knowledge Organiser: Football Year 5 and Year 6

Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

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

Teacher Glossary

Interception: intercepting a pass made by an opposing player

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

Marking: when a player defends an opponent

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

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

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

Where this unit sits



Assessment Criteria

- 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 delay an opponent and help to prevent the other team from scoring.
- I share ideas and work with others to manage our game.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can use simple tactics to help my team score or gain possession.

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

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Year 6

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving

Develop making quick decisions about when, how and who to pass to.

Dribbling

Dribble consistently using a range of techniques with increasing control under pressure.

Year 6

Attacking

Explore creating attacking tactics with others in response to the game.

Defending

Explore creating and applying defending tactics with others in response to the game.

Space

Move to the correct space when transitioning from attack to defence.

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.

Knowledge Organiser: Gymnastics Y5



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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



Ways to improve a sequence

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

Key Vocabulary:

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

Teacher Glossary

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

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

Sequence: A number of actions linked together.

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

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

Canon: When performers complete the same physical action one after the other.

Synchronisation: When performers complete the same physical action at the same time.

Where this unit sits



Assessment Criteria

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.

Year 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

Year 6

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.

Progression of Skills Ladder

Shapes Combine and perform gymnastic shapes more fluently and effectively.	Inverted movements Develop control in progressions of a cartwheel and a headstand.	Balances Explore counter balances and counter tension balances.	Year 6	Rolls Develop fluency and consistency in the straddle, forward and backward roll.	Jumps Combine and perform a range of gymnastic jumps more fluently and effectively.
Shapes Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.	Inverted movements Explore progressions of a cartwheel.	Balances Explore symmetrical and asymmetrical balances.	Year 5	Rolls Develop control and fluency in the straight, barrel, forward, straddle and backward roll.	Jumps Select a range of jumps to include in sequence work.
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.

Knowledge Organiser: Handball Year 5 and Year 6



Links to the PE National Curriculum

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

Key Skills: Physical

- Throwing and catching
- Moving with the ball
- Dribbling
- Intercepting
- Shooting

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and provide feedback

Key principles of invasion games

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



Key Rules

The rule of three:

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

Other rules:

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

Key Vocabulary:

pressure	delay	control
tactics	support	release
angle	reaction	principle
inclusion	create	close down
transfer		

Teacher Glossary

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

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

Marking: when a player defends an opponent.

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

Close down: used in defence to deny a space to an opponent or to make an angle smaller making it harder for the attack.



Get Set 4 PE.

Where this unit sits



Assessment Criteria

Year 4

- I can self-manage a match with my team-mates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- 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 throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team 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 5

- I can lead others and contribute my ideas to group work.
- I use feedback provided to improve my work.
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate with my team and move into space to help to maintain possession.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules and can apply them honestly most of the time including when refereeing.

Year 6

- I am confident to lead others and can contribute appropriate ideas to group work.
- I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- I can create and use space to help my team to maintain possession and create scoring opportunities.
- I can perform a range of skills with control and can select the appropriate action for the situation under pressure.
- I can work in collaboration with others to self-manage games so that they run smoothly.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I use the rules of the game honestly and consistently when playing and refereeing.

KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving	Dribbling	Year 6	Attacking	Defending	Space
Develop making quick decisions about when, how and who to pass to.	Dribble consistently using a range of techniques with increasing control under pressure.		Explore creating attacking tactics with others in response to the game.	Explore creating and applying defending tactics with others in response to the game.	Move to the correct space when transitioning from attack to defence.
Sending & receiving	Dribbling	Year 5	Attacking	Defending	Space
Develop control when S&R under pressure.	Select and apply a variety of dribbling techniques to game situations.		Explore creating tactics with others and applying them to game situations.	Develop tracking and marking with a variety of techniques and increased success.	Move to create space for themselves and others in their team.
Sending & receiving	Dribbling	Year 4	Attacking	Defending	Space
Develop passing to a teammate using a variety of techniques appropriate to the game.	Develop control whilst dribbling under pressure.		Develop decision making around when to pass and when to shoot.	Develop defending one on one and know when to win the ball.	Move into space to help their team keep possession and score goals.



Links to the PE National Curriculum

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

Key Skills: Physical

- Dribbling
- Passing
- Receiving
- Tackling
- Creating and using space
- Shooting

Key Skills: S.E.T

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

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession

Move the ball towards goal



Key Rules

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

Key Vocabulary:

- obstruction
- conceding
- block tackle
- trapping the ball
- possession
- attack
- support
- interception
- jab tackle
- consistently
- bully off
- defence

Teacher Glossary

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

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

Bully off: used to restart a game after a stoppage.

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

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



Get Set 4 PE.

Where this unit sits



Assessment Criteria

Year 4

- 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 5

- 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, tackling and intercepting when playing in defence.
- 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 use them most of the time to play fairly and honestly.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving

Develop making quick decisions about when, how and who to pass to.

Dribbling

Dribble consistently using a range of techniques with increasing control under pressure.

Year 6

Attacking

Explore creating attacking tactics with others in response to the game.

Defending

Explore creating and applying defending tactics with others in response to the game.

Space

Move to the correct space when transitioning from attack to defence.

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.



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

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

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



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:

• rebound	• possession	• attack
• contact	• obstruction	• defend
• contest	• conceding	• interception
• consecutive	• consistently	• turnover

Teacher Glossary

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

Interception: catching a pass made by an opposing player

Turnover: when a team not in possession of the ball gains possession

Marking: when a player defends an opponent

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

Rebound: when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



Get Set 4 PE.

Where this unit sits

Assessment Criteria

- 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

- I can create and use space to help my team.
- I can pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Year 6

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

Progression of Skills Ladder



Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Invasion Games
Sending and Receiving

Sending & receiving

Develop making quick decisions about when, how and who to pass to.

Attacking

Explore creating attacking tactics with others in response to the game.

Year 6

Defending

Explore creating and applying defending tactics with others in response to the game.

Space

Move to the correct space when transitioning from attack to defence.

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.

Knowledge Organiser: Rounders Year 5 and Year 6



Links to the PE National Curriculum

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

Key Skills: Physical

- Throwing
- Catching
- Bowling
- Tracking, fielding & retrieving a ball
- Batting

Key Skills: S.E.T

- Social: Organising & self-managing a game
- Social: Respect
- Social: Supporting & encouraging others
- Social: Communicating ideas & reflecting with others
- Emotional: Honesty & fair play
- Emotional: Confident to take risks
- Emotional: Managing emotion
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Identifying how to improve
- Thinking: Selecting skills

Key principles of striking and fielding games

Attacking

Score points

Placement of an object

Avoid getting out

Defending

Limit points

Deny space

Get opponents out



How to score:

Scoring:

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

A player is out if:

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

Key Vocabulary:

- | | | |
|------------------|------------|---------------|
| • strike | • pressure | • outwit |
| • fielding | • batting | • backing up |
| • co-operatively | • retrieve | • continuous |
| • consistently | • overtake | • consecutive |
| | | • obstruction |

Teacher Glossary

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

Batter: A player on the batting team.

Rounder: The unit of scoring.

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

Backstop: The player on the fielding side who stands behind the live batter (the batter who is batting).



Get Set 4 P.E.

Where this unit sits

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 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 strike a bowled ball with adapted equipment (e.g. a tennis racket).
- 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 beginning to strike a ball with a rounders bat.
- 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 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.

Year 6

- I can strike a bowled ball with increasing consistency.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.

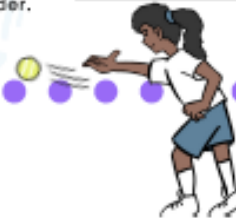
KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Striking and Fielding
Sending and Receiving

							
		Striking Strike a bowled ball with increasing accuracy and consistency.		Fielding Consistently select and apply the appropriate fielding action for the situation.		Throwing Consistently make good decisions on who and when to pass to in order to get batters out.	
		Catching Consistently demonstrate good technique in catching skills under pressure.		Year 6			
		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.		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.		Year 5			
		Striking Develop batting technique consistent with the rules of the game.		Fielding Develop bowling with some consistency, abiding by the rules of the game.		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.		Year 4			

Knowledge Organiser: Tennis Y5



Links to the PE National Curriculum

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

Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Selecting and applying 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 • return • serve • outwit

• control • opponent • forehand • backhand

• volley • co-operatively • continuously

Teacher Glossary

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

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

Volley: When a player hits the ball before it bounces on the floor.

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

Baseline: The line indicating the back of the court.

Service line: The line that the ball must bounce before when serving.

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

Where this unit sits



Assessment Criteria

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.

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- 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 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 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

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 success and technique in selecting and applying the appropriate shot for the situation.

Serving

Serve accurately and consistently. Beginning to apply tactics to their serve.

Year 6

Rallying

Successfully apply a variety of shots to keep a continuous rally.

Footwork

Demonstrate a variety of footwork patterns relevant to the game they are playing.

Shots

Develop the range of shots used in the games they play.

Serving

Develop their range of serving techniques appropriate to the game they are playing.

Year 5

Rallying

Use a variety of shots to keep a continuous rally.

Footwork

Demonstrate effective footwork patterns to move around the court.

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.



Get Set 4 P.E.

Knowledge Organiser: Volleyball Year 5 and Year 6

Links to the PE National Curriculum

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



Key Skills: Physical

- Ready position
- Serve
- Volley
- Set
- Dig

Key Skills: S.E.T

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

Key principles of net and wall games	
Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



A rally is won when:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The ball lands outside the court area.
- A player touches the ball twice in a row.

Rotation and scoring:

- One team starts with service and the pupil who is at the back on the right starts with the serve.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the right to serve but not the point.
- Players rotate clockwise after winning the right to serve

Key Vocabulary:

• control

• return

• co-operatively

• deep

• serve

• dig

• defensive

• ready position

• consistently

• volley

• set

• opponent

• attack

Teacher Glossary

Attack: The offensive action of hitting the ball.

Baseline: The line indicating the back of the court.

Deep: Refers to sending the ball away from the net, toward the baseline of the opponent's court.

Serve: An action to put the ball into play.

Ready position: The stance a player takes to get ready to move. Feet shoulder width apart, knees bent.

Dig: A defensive move used to keep the ball from hitting the floor after an opponent makes a hard downward hit.

Volley: A return of the ball before it touches the ground.

Set: An overhead contact of the ball, usually the second contact in a rally.



Get Set 4 PE.

Where this unit sits



Assessment criteria for the Net and Wall Games units in Year 4

Year 4

- 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 use feedback provided to improve my work.
- I can use the rules to referee a game.
- 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.

Assessment Criteria

- I am confident to make decisions when refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Year 5

Year 6

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

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 success and technique in selecting and applying the appropriate shot for the situation.	Serving Serve accurately and consistently. Beginning to apply tactics to their serve.	Year 6	Rallying Successfully apply a variety of shots to keep a continuous rally.	Footwork Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.
Shots Develop the range of shots used in the games they play.	Serving Develop their range of serving techniques appropriate to the game they are playing.	Year 5	Rallying Use a variety of shots to keep a continuous rally.	Footwork Demonstrate effective footwork patterns to move around the court.
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.