



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

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 5

- 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 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:

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: Athletics Y6



Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Skills: Physical

- Pacing
- Sprinting
- Running over obstacles - hurdles
- Jumping for distance - triple jump
- Jumping for height - high jump
- Fling throwing for distance - discus
- Push throwing for distance - shot put

Key Skills: S.E.T

- Social: Negotiating
- Social: Collaborating with others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle distance
800m, 1500m
Long distance
5,000, 10,000
Steeplechase

Jumping

Long jump
Jump for distance
Triple jump
Jump for distance
High jump
Jump for height
Pole vault
Jump for height

Throwing

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

Key Vocabulary:

technique • control • force • continuous pace
trajectory • stride • momentum • officiate
flight • compete • rotation • transfer of weight

Teacher Glossary

Lead leg: refers to the leg that clears the hurdle first

Trail leg: refers to the leg that clears the hurdle second

Changeover: where a baton is passed from one person to another

Flight: the time the performer spends in the air in jumping events

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other. Also known as a step in triple jump

Jump: take off and land on two feet

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

Where this unit sits



Assessment Criteria

Year 5

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance.

Year 6

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.

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:

Ball Skills
Fundamentals
Games



Running

Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

Year 6

Jumping

Develop power, control and technique in the triple jump.

Throwing

Develop power, control and technique when throwing discus and shot put.

Running

Apply fluency and co-ordination when running for speed in relay changeovers.

Running

Effectively apply speeds appropriate for the event.

Jumping

Develop power, control and consistency in jumping for distance.

Year 5

Jumping

Explore technique and rhythm in the triple jump.

Throwing

Develop technique and power in javelin and shot put.



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
- 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

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 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 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:

referee	set shot	opponent
double dribble	possession	rebound
tactics	conceding	outwit
set shot	traveling	
foul	jump shot	

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



Where this unit sits



Assessment Criteria

- 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

- 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 the rules of the game honestly and consistently.
- 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 when to use different styles of defence in game situations.

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.

Year 5

Sending & receiving
Develop control when S&R under pressure.

Dribbling
Select and apply a variety of dribbling techniques to game situations.

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.

Year 4

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

Dribbling
Develop control whilst dribbling under pressure.

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: Dance Y6



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, emotion, transitions, matching & mirroring



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

Key Vocabulary:

- levels • actions • formation • timing
- phrase • performance • expression
- unison • posture • dynamics • canon
- choreograph • contrast • structure

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.

Structure: The way in which a dance is ordered or organised.

Phrase: A short sequence of linked movements.

Where this unit sits



Assessment Criteria

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.

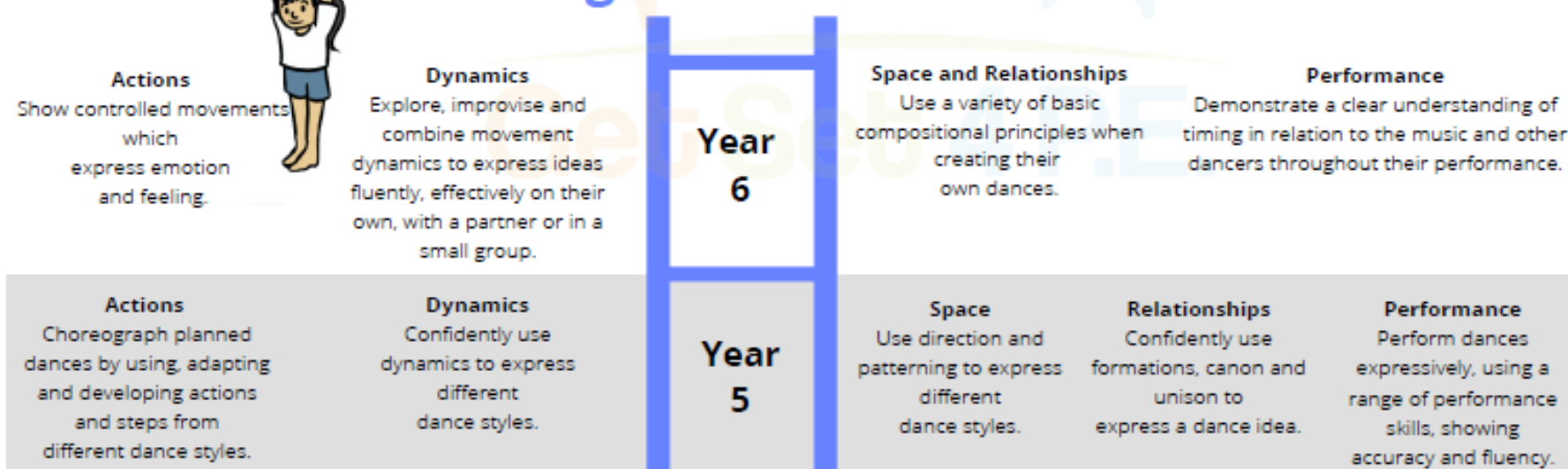
Year 6

- 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.

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

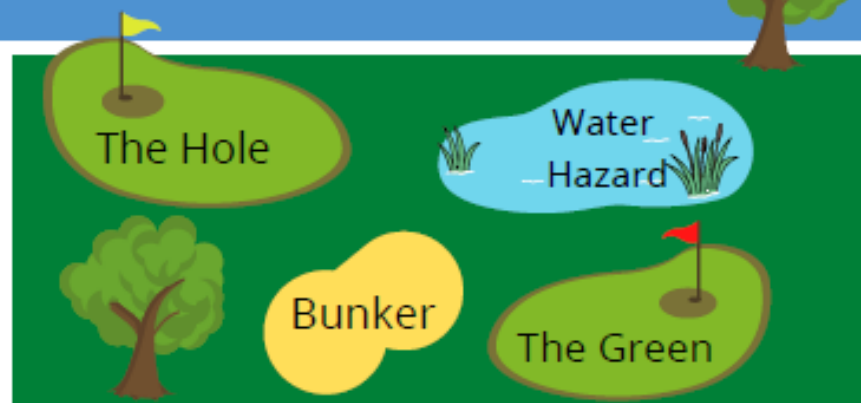


Knowledge Organiser: Golf Year 5 and Year 6



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.
- Pupils should be taught to:
- play competitive games, modified where appropriate



Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Sharing and agreeing on ideas
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being of proud of their work
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development
- Thinking: Creativity

Key Vocabulary:

- | | | | |
|----------------|---------|----------|------------|
| • par | • putt | • drive | • chipping |
| • strike | • hole | • swing | • power |
| • consistently | • align | • bunker | |
| • accurately | • swing | • hazard | |

Teacher Glossary

Putt: A putt is a short shot played when the ball is on the green (near the hole).

Chipping: Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.

Drive: A drive focuses on sending the ball a long distance to get the ball closer to the green.

Tee: A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.

Where this unit sits

Assessment Criteria

Year 4

- I can hold all equipment correctly.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can show how to aim using a putting club.
- I can strike a ball with increasing consistency.
- I can use different actions for different shots.
- I share ideas and work with others to manage our game.

Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can hold all equipment correctly depending on the shot I am using.
- I can identify different areas of the golf course.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand there are different skills for different situations and I am beginning to use these

Year 6

- I can identify different areas of the golf course.
- I can show control of distance when chipping and putting.
- 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 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:

Games
Ball Skills
Target Games
Fundamentals
Striking & Fielding
Sending & Receiving

Throwing
Consistently make good decisions on who and when to throw at in order to get opponents out.

(Dodgeball) Catching
Make quick decisions on when to catch and when to dodge.

Throwing
Demonstrate clear technique when throwing under pressure.

(Dodgeball) Catching
Demonstrate good technique and consistency in catching skills under pressure.

Throwing
Throw with increasing accuracy and success in game situations.

(Dodgeball) Catching
Catch with increasing consistency in game situations.

Year 6

Year 5

Year 4

Striking
Successfully select and apply a wider range of striking techniques appropriate to the situation.

Striking
Develop a wider range of striking techniques and begin to use them under pressure.

Striking
Explore striking techniques appropriate to the situation.





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
- Headstand
- Vault

Key Skills: S.E.T

- Social: Responsibility
- 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:

- momentum • counter balance • aesthetics
- formation • synchronisation • stability
- inverted • progression • counter tension

Teacher Glossary

Counter balance: A balance where a person uses another person's weight to stay balanced by pushing against them.

Counter tension: A balance where a person uses another person's weight to stay balanced by pulling away from them.

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

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.

Formation: Where you are in the space in relation to others.

Where this unit sits

Assessment Criteria

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.

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



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.

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.

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.

Knowledge Organiser: Hockey 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
- 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

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.



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

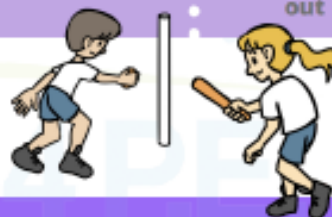
- Throwing
- Catching
- Bowling
- Tracking, fielding & retrieving a ball
- Batting

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



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

How to score:

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).

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.

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.

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 6

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 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.

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.





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
- Running
- Dodging
- 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
- 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

- **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 | • onside | • offside |
| • opponent | • possession | • attack |
| • formation | • dictate | • shut down |
| • pressure | • turnover | • support |
| • receiver | | |

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

Formation: The position in which a team stands

Shut down: When a defending player shuts down or limits the space or movement of the attacker

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 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

- I can create and use space to help my team.
- I can pass and receive the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can tag opponents individually and when working within a unit.
- 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.