



## 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

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



## Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

### Running

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

### Jumping

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

### Throwing

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

## Key Vocabulary:

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

## Teacher Glossary



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

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

**Jump:** take off and land on two feet

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

**Leap:** take off on one foot and land on the other

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



## Links to the PE National Curriculum

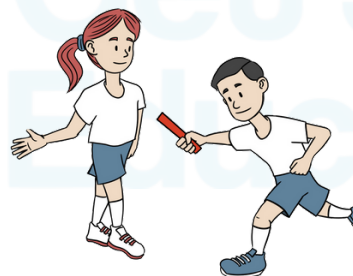
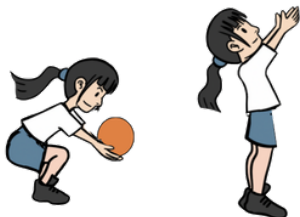
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- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance

### Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
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**Middle distance**  
800m, 1500m  
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5,000, 10,000  
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### 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:

**stamina** • **speed** • **pace** • **technique**

**determination** • **perseverance** • **officiate**

**power** • **accuracy** • **personal best** • **flight**

## Teacher Glossary

**Stamina:** the ability to sustain prolonged physical or mental effort

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

**Jump:** take off and land on two feet

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

**Leap:** take off on one foot and land on the other

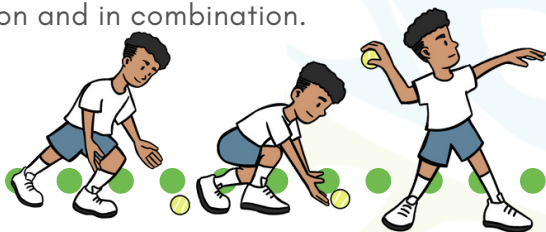


# Knowledge Organiser: Ball Skills Year 3 and 4



## Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.



### Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



### Key Skills: S.E.T

- Social: Supporting others
- Social: Co-operation
- Social: Communication
- Social: Managing games
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Respect
- Emotional: Challenging self
- Thinking: Decision making
- Thinking: Developing tactics
- Thinking: Creativity

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Vocabulary:

- **track**
- **bounce**
- **release**
- **consistency**
- **overhead**
- **receive**
- **chest**
- **select**
- **accurate**
- **persevere**
- **technique**
- **control**

## Teacher Glossary

**Dribble:** To move the ball using your feet or your hands.

**Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

**Send:** To pass to someone with using either your feet or hands.

**Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## Key Rules

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

## Key Vocabulary:

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

## Teacher Glossary

**Interception:** catching a pass made by an opposing player

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

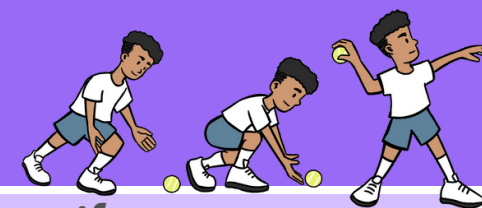
**Marking:** when a player defends an opponent

**Getting free:** when an attacking player moves to lose their defender  
**V dribble:** dribbling the ball from one hand to the other usually used to get past a defender

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

**Foul:** when a player contacts an opponent





## Links to the PE National Curriculum

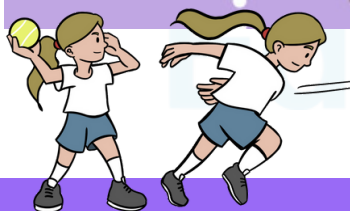
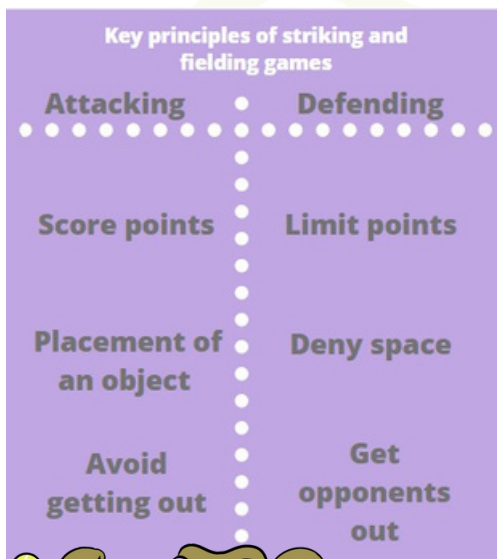
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- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## A player is out if:

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

## Key Vocabulary:

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

## Teacher Glossary

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

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

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

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

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

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



# Knowledge Organiser: Dance Y3

## Links to the PE National Curriculum

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

## Key Skills: Physical

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



## Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

## Performance Ideas

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

### Performing, some good ideas:

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

## Key Vocabulary:

- unison • explore • create • feedback
- perform • timing • levels • flow
- dynamics • expression • actions

## Teacher Glossary

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

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

**Level:** High, medium and low.

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

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

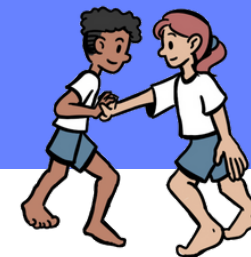
**Canon:** Performing movements one after the other.

**Formation:** where dancers are in relation to each other.

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



# Knowledge Organiser: Dance Y4



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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

### Key Vocabulary:

• **space** • **action** • **levels** • **timing**

• **reaction** • **performance** • **dynamics**

• **unison** • **represent** • **expression**

## Performance Ideas

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

### Performing, some good ideas:

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

## Teacher Glossary

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

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

**Level:** High, medium and low.

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

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

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

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

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

**Canon:** Performing movements one after the other.

**Formation:** where dancers are in relation to each other.



## Links to the PE National Curriculum

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

## Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



## Key Skills: S.E.T

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

## A player is 'out' when:

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

## Key Vocabulary:

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

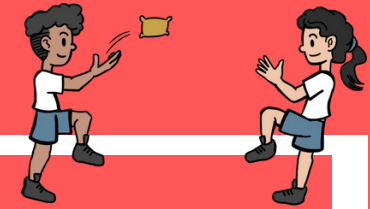
## Teacher Glossary

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

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

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

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



## Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

## Key Vocabulary:

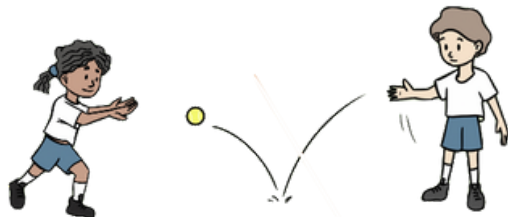
- |                        |                  |                   |
|------------------------|------------------|-------------------|
| • <b>fitness</b>       | • <b>speed</b>   | • <b>strength</b> |
| • <b>balance</b>       | • <b>pace</b>    | • <b>steady</b>   |
| • <b>agility</b>       | • <b>control</b> | • <b>progress</b> |
| • <b>co-ordination</b> | • <b>muscle</b>  | • <b>stamina</b>  |

## Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

## Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



## Teacher Glossary

**Agility:** The ability to change direction quickly and easily.

**Balance:** The ability to stay upright or stay in control of body movement.

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

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

**Power:** Speed and strength combined.





## Links to the PE National Curriculum

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- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

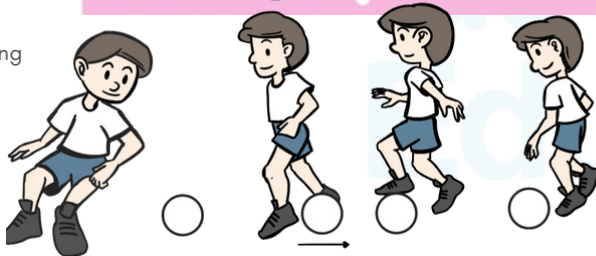
- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

### Key Skills: S.E.T

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

### Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

- goal keeper
- opponent
- opposition
- dribbling
- defender
- attacker
- communicate
- tracking
- control
- tackle
- outside
- possession
- inside
- available

## Teacher Glossary

**Interception:** intercepting a pass made by an opposing player

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

**Marking:** when a player defends an opponent

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

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

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



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination

## What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

### Key Vocabulary:

- **distance**
- **control**
- **pace**
- **technique**
- **momentum**
- **rhythm**
- **accelerate**
- **co-ordination**
- **tension**
- **decelerate**
- **stability**
- **transfer**

### Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



### Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

## Teacher Glossary

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

**Jump:** Take off and land on two feet.

**Hop:** Take off on one foot and land on the same foot.

**Accelerate:** Speed up.

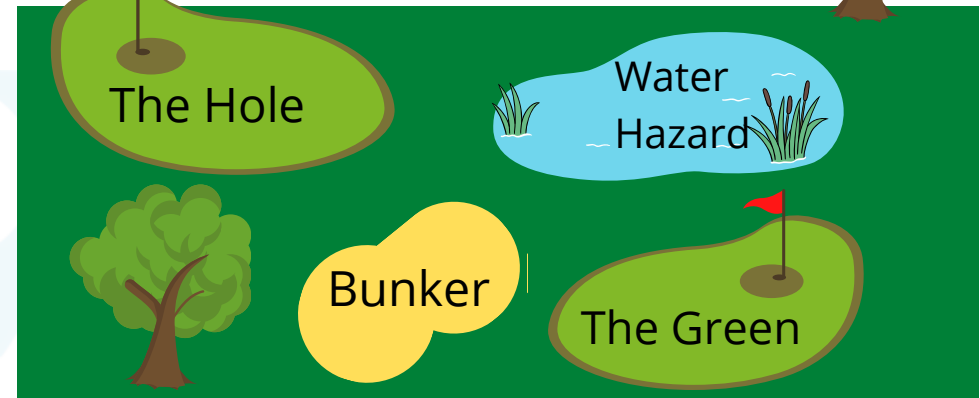
**Decelerate:** Slow down. Used when stopping or turning.

**Tension:** using body tension to help to balance when stopping or landing.



## 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

## Key Skills: S.E.T

- Balancing
- Coordination
- Accuracy
- Striking

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Working safely with and around others
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths
- Thinking: Identifying weaknesses
- Thinking: Creativity



## Key Vocabulary:

- **rules**
- **putt**
- **drive**
- **club**
- **strike**
- **target**
- **course**
- **distance**
- **least**
- **align**
- **putter**
- **tee**
- **accurately**
- **swing**
- **chipping**

## Teacher Glossary

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

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

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

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

# Knowledge Organiser: Gymnastics Y3

## Links to the PE National Curriculum

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

## Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

## Key Skills: S.E.T

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



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

- **matching**   • **contrasting**   • **sequence**
- **direction**   • **interesting**   • **flow**
- **explore**   • **control**   • **shape**   • **create**

## Teacher Glossary

- **Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- **Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- **Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- **Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- **Sequence:** A number of actions linked together.
- **Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

## Links to the PE National Curriculum

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

## Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

## 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.

## Key Vocabulary:

- **technique**
- **quality**
- **sequence**
- **perform**
- **rotation**
- **extension**
- **apparatus**
- **inverted**
- **shape**

## Teacher Glossary

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

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

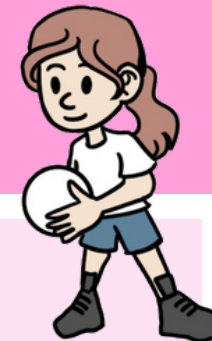
**Pathway:** Designs traced in space (on the floor or in the air).

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

**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.





## 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

- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

### Key Skills: S.E.T

- Social: Working Safely
- Social: Communication
- Social: Respect
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies
- 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

- 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:

- **dribble**
- **shoot**
- **opponent**
- **opposition**
- **possession**
- **grip**
- **interception**
- **protect**
- **fluid**
- **defence**
- **mark**
- **double dribble**
- **attack**

## 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.



## Links to the PE National Curriculum

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

## Key Skills: Physical

- Passing
- Dribbling
- Receiving
- Intercepting
- Tackling

## Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusive
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Empathy
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback
- Thinking: Decision making



## 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:

- |                     |                            |                    |
|---------------------|----------------------------|--------------------|
| • <b>dribble</b>    | • <b>receiver</b>          | • <b>attack</b>    |
| • <b>shoot</b>      | • <b>interception</b>      | • <b>defence</b>   |
| • <b>opponent</b>   | • <b>trapping the ball</b> | • <b>mark</b>      |
| • <b>opposition</b> | • <b>obstruction</b>       | • <b>push pass</b> |
| • <b>grip</b>       | • <b>possession</b>        |                    |

## Teacher Glossary

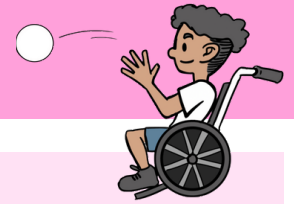
**Interception:** when a player takes possession of the ball away from the opposition as the ball is passed

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

**Marking:** when a player defends an opponent

**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



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## Key Rules

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. Players can lift their landing foot from the ground but cannot place it back down. Encourage players to keep their landing foot on the ground, the other foot may then be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

- **footwork**
- **landing foot**
- **attack**
- **pivot**
- **interception**
- **defense**
- **opponent**
- **rebound**
- **contact**
- **opposition**
- **obstruction**
- **mark**
- **receiver**
- **possession**

## Teacher Glossary

**Interception:** catching a pass made by an opposing player

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

**Marking:** when a player defends an opponent

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

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

# Knowledge Organiser: OAA Year 3 and Year 4

## Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

## Key Skills: Physical

- Balance
- Running



## Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

## Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

### Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

## Key Vocabulary:

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| • <b>navigate</b>    | • <b>grid</b>        | • <b>plan</b>      |
| • <b>route</b>       | • <b>discuss</b>     | • <b>rules</b>     |
| • <b>collaborate</b> | • <b>symbol</b>      | • <b>trust</b>     |
| • <b>inclusive</b>   | • <b>effectively</b> | • <b>orientate</b> |

## Teacher Glossary

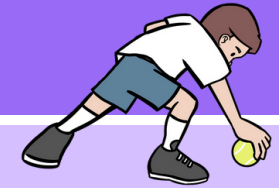
**Orientate:** To find your location in relation to a map.

**Control:** Is what the pupils are looking for and are referenced on a map.

**Course:** The route chosen for the controls which need to be visited in order.

**Symbol:** A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.





## Links to the PE National Curriculum

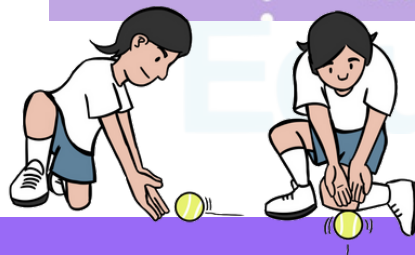
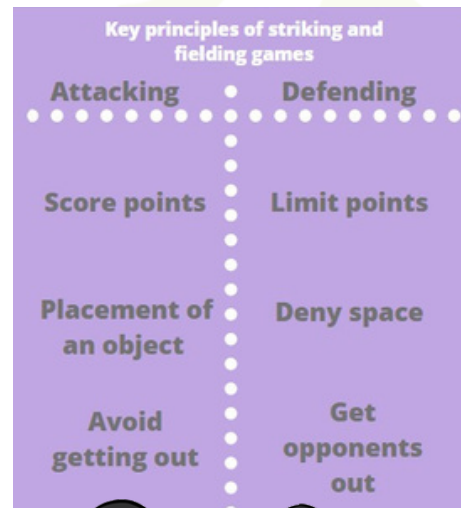
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
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- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



### 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**
- **batting**
- **bowl**
- **Fielding**
- **retrieve**
- **two-handed pick up**
- **stance**
- **stumped**
- **short barrier**
- **technique**
- **backstop**
- **post**
- **rounder**

### 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.



## Links to the PE National Curriculum

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

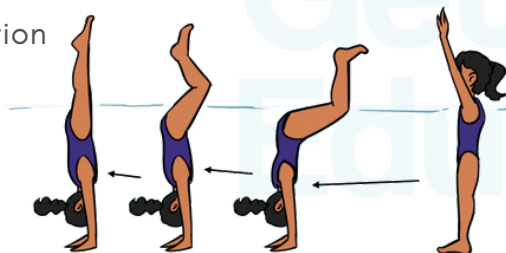
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## Top Tips for Teachers

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

### Key Vocabulary:

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

## Teacher Glossary

**Body roll:** When a swimmer rotates their body from side to side.

**Glide:** When a swimmer coasts with a pause in their stroke.

**Stroke:** A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

**Sculling:** Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

**Treading water:** A survival technique used to keep the head above the water.



# Knowledge Organiser: Tag Rugby Year 3 and Year 4



## Links to the PE National Curriculum

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

## Key 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 Skills: Physical

- Passing
- Catching
- Dodging
- Tagging
- Scoring

## Key Skills: S.E.T

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

## Key principles of invasion games

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



## Key Vocabulary:

- defence
- tag
- opponent
- oppositio
- n score
- receiver
- try
- possession
- onside
- outwit
- mark
- dodge
- offside

## Teacher Glossary

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

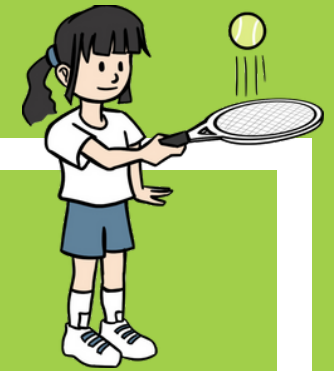
**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

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

**Try:** The unit of scoring in tag rugby

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



## Links to the PE National Curriculum

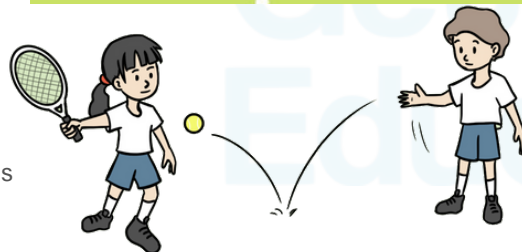
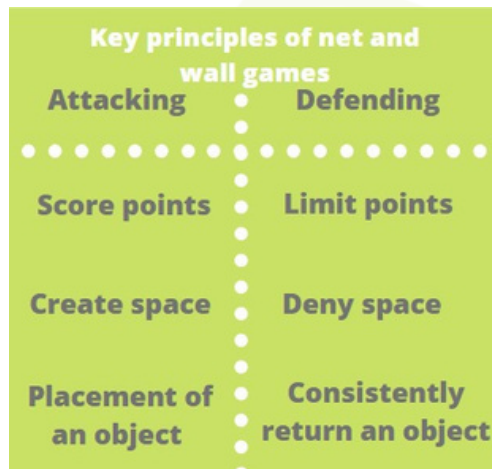
- They should enjoy communicating, collaborating and competing with each other.
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- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Forehand
- Backhand
- Throwing
- Catching
- Ready position

## Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Using tactics



## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

## Key Vocabulary:

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

## Teacher Glossary

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

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

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

**Baseline:** The line indicating the back of the court.

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



# Knowledge Organiser: Tennis Y4

## Links to the PE National Curriculum

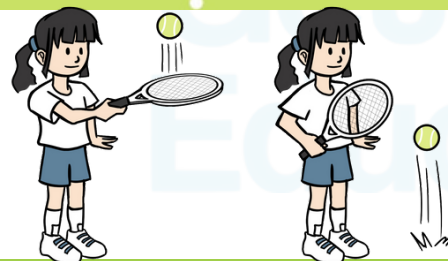
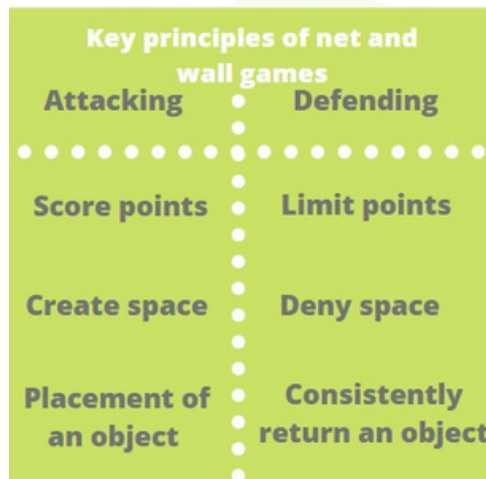
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and 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

- Underarm
- throwing Catching
- Forehand
- Backhand
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics



## 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
- rally
- control
- opponent
- forehand
- backhand

## Teacher Glossary

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

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

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

**Baseline:** The line indicating the back of the court.

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



## 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.

## Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

## Key Skills: Physical

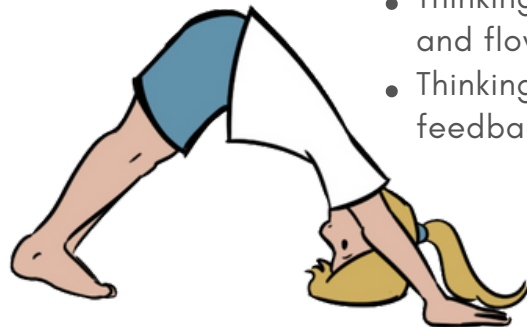
- Breathing
- Balance
- Flexibility
- Strength

## Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback

## Key Vocabulary:

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| • <b>strength</b>    | • <b>perform</b>     | • <b>link</b>      |
| • <b>flexibility</b> | • <b>mindfulness</b> | • <b>try</b>       |
| • <b>stable</b>      | • <b>grounded</b>    | • <b>relax</b>     |
| • <b>control</b>     | • <b>down dog</b>    | • <b>technique</b> |



## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.