



Links to the PE National Curriculum

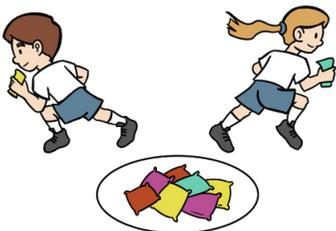
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.

Key Skills: Physical

- Running at different speeds
- Agility and co-ordination
- Jumping for distance
- Throwing for distance
- Throwing for accuracy
- Balance

Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



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:

fast • **slow** • **jump** • **aim**
direction • **far** • **bend** • **improve**
hop • **safely** • **travel** • **balance**

Teacher Glossary

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



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Key Skills: Physical

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- Jumping for distance
- Jumping for height
- Throwing for distance

Key Skills: S.E.T

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Official Athletic Events

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Jump for height
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Jump for height

Throwing

- Discus**
Fling throw
- Shot**
Push throw
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Key Vocabulary:

speed • **jog** • **sprint** • **pace** • **balance**
direction • **take off** • **landing** • **swing**
height • **distance** • **overarm** • **underarm**

Teacher Glossary

Pace: the speed at which a performer runs

Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

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

Co-ordination: to move different body parts at the same time

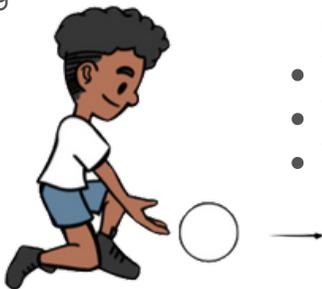


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- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling
- Tracking



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions
- Thinking: Comprehension

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:

- far
- aim
- safely
- throw
- send
- roll
- catch
- direction
- balance

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.



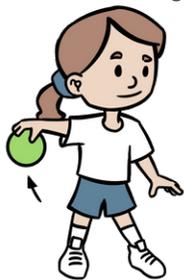
Knowledge Organiser: Ball Skills Year 2

Links to the PE National Curriculum

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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:

- **overarm**
- **distance**
- **dribble**
- **underarm**
- **collect**
- **target**

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.



Knowledge Organiser: Dance Y1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

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 Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Key Vocabulary:

• counts • action • travel • pose
 move • direction • forwards • backwards
 • speed • fast • slow • level • shape

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).



Knowledge Organiser: Dance Y2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns

Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination



Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

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:

• counts • action • travel • shape

• direction • speed • level • space

• balance • timing • mirror • pathway

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.

Dynamics: How an action is performed e.g. quickly, slowly, gently.

Level: High, medium and low.

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

Mirroring: Reflecting the movements of another person as if they are a mirror image.



Knowledge Organiser: Fitness Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Running
- Co-ordination
- Stamina
- Strength
- Agility
- Balance

Key Skills: S.E.T

- Social: Co-operation
- Social: Support
- Social: Responsibility
- Emotional: Kindness
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Independence
- Thinking: Comprehension
- Thinking: Creativity
- Thinking: Problem solving
- Thinking: Reflection



Key Questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

Key Vocabulary:

- **exercise**
- **heart**
- **lungs**
- **oxygen**
- **mood**
- **healthy**
- **body**

Teacher Glossary

Squat: Begin with feet shoulder width apart, sit back into your heels and stand again.

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.



Knowledge Organiser: Fitness Year 2



Links to the PE National Curriculum

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Key Questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

Key Skills: Physical

- Agility
- Balance
- Coordination
- Speed
- Stamina
- Skipping

Key Skills: S.E.T

- Social: Taking turns
- Social: Encouraging and supporting others
- Emotional: Determination
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Identifying strengths and areas for improvement
- Thinking: Observing and providing feedback



Key Vocabulary:

- speed
- distance
- sprint
- strong
- pace
- jog
- steady
- race

Teacher Glossary

Agility: The ability to change direction quickly and easily

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

Coordination: 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.



Knowledge Organiser: Fundamentals Year 1

Links to the PE National Curriculum

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Key Skills: Physical

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



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Working safely
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths
- Thinking: Listening and following instructions

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:

- **balance**
- **direction**
- **land**
- **fast**
- **safely**
- **jump**
- **hop**

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.

Travel: A method of moving around space e.g. jog, slide, skip, crawl etc.



Knowledge Organiser: Fundamentals Year 2



Links to the PE National Curriculum

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Key Vocabulary:

- *jog*
- *speed*
- *skip*
- *sprint*
- *dodge*
- *balance*

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
- Thinking: Identifying strengths



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.

Leap: Take off on one foot and land on the other foot.



Knowledge Organiser: Gymnastics Y1



Links to the PE National Curriculum

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Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



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:

• **action** • **travel** • **balance** • **jump**

• **direction** • **roll** • **point** • **shape**

• **speed** • **fast** • **slow** • **level**

Teacher Glossary

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

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

Level: High, medium and low.

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 develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
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Key Skills: Physical

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Barrel roll
- Straight roll
- Forwards roll

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



Ways to improve a sequence

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Key Vocabulary:

- **action**
- **travel**
- **balance**
- **jump**
- **direction**
- **roll**
- **link**
- **sequence**
- **straddle**
- **pike**
- **tuck**
- **starlevel**

Teacher Glossary

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

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

Level: High, medium and low.

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Knowledge Organiser: Invasion Games Year 1

Links to the PE National Curriculum

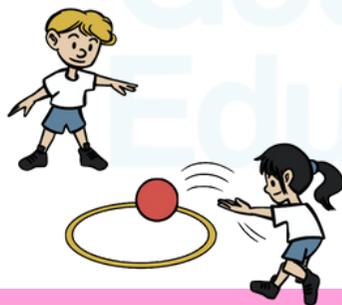
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- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information



Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacross

Rugby
Handball

Key Vocabulary:

Year 1

- **safely**
- **defender**
- **dribbling**
- **pass**
- **attacker**
- **space**
- **points**
- **score**
- **team**

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



Links to the PE National Curriculum

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Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Co-operation
- Social: Kindness
- Emotional: Empathy
- Emotional: Integrity
- Emotional: Independence
- Emotional: Determination
- Emotional: Perseverance



- Thinking: Creativity
- Thinking: Reflection
- Thinking: Decision making
- Thinking: Comprehension

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Vocabulary:

Year 2

- possession
- send
- teammate
- chest pass
- received
- goal
- dodge
- bounce pass

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



Knowledge Organiser: Net and Wall Games Year 1

Links to the PE National Curriculum

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- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Tracking a ball

Key Skills: S.E.T

- Social: Respect
- Social: Communication
- Emotional: Honesty and fair play
- Emotional: Determination
- Thinking: Decision making
- Thinking: Using simple tactics
- Thinking: Recalling information
- Thinking: Comprehension

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

Examples of Net and Wall Games

Tennis

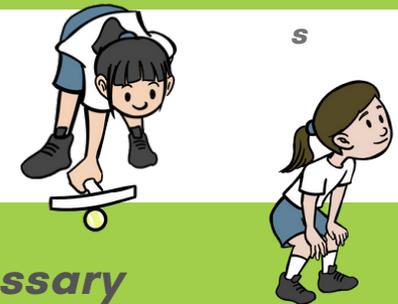
Badminton

Volleyball

Key Vocabulary:

Year 1

- safely
- ready position
- partner
- score
- racket
- net
- underarm
- space
- point



Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly



Knowledge Organiser: Net and Wall Games Year 2



Links to the PE National Curriculum

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- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

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

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

Year 2

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly



Links to the PE National Curriculum

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Key Skills: Physical

- Physical: Rolling
- Physical: Kicking
- Physical: Throwing
- Physical: Catching
- Physical: Tracking



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being happy to succeed
- Thinking: Transferring skills

Examples of games that use sending and receiving skills

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

Key Vocabulary:

- aim
- throw
- roll
- kick
- catch
- safely
- racket

Teacher Glossary

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 using either your hands, feet or an object.

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



Knowledge Organiser: Sending and Receiving Year 2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Tracking

Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Keeping others safe
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Identifying how to improve
- Thinking: Transferring skills



Examples of games that use sending and receiving skills

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

Key Vocabulary:

- **track**
- **send**
- **accurate**
- **target**
- **control**
- **release**
- **receive**

Teacher Glossary

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 using either your hands, feet or an object.

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

Links to the PE National Curriculum

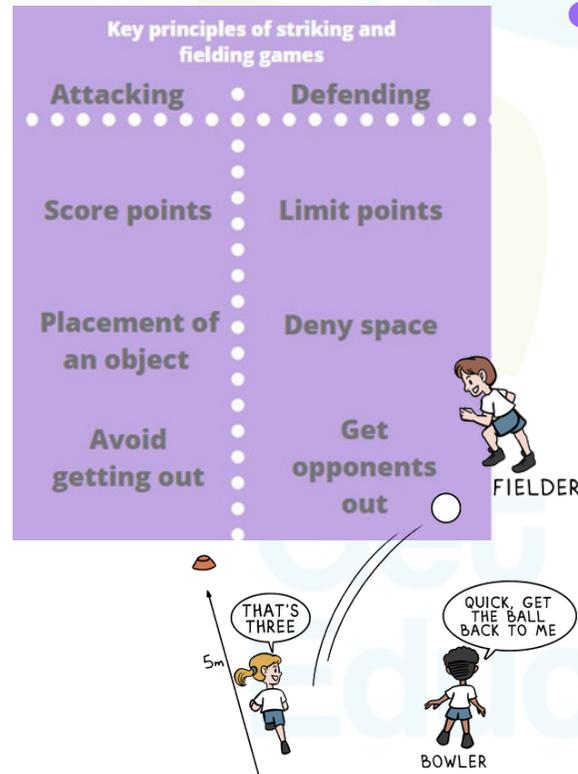
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Retrieving a ball
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Consideration of others
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

Key Vocabulary:

- throw
- points
- target
- pass
- space
- score
- team
- hit
- catch
- send
- batter
- bowler
- fielder

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.

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



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
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Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

Key Vocabulary:

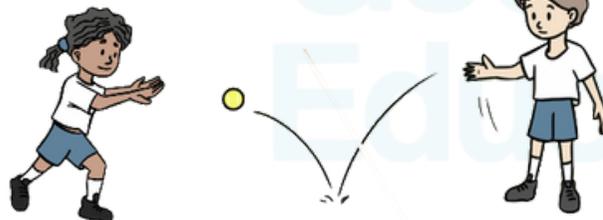
- **throw**
- **score**
- **place**
- **strike**
- **send**
- **runs**
- **track**
- **catch**
- **backstop/wicket keeper**
- **batter**
- **bowler**
- **fielder**

Key Skills: Physical

- Throwing
- Catching
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



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.

Backstop/wicket keeper: stands behind the batter. Is part of the fielding team.

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

Links to the PE National Curriculum

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

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

Top Tips for Teachers

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

Key Skills: Physical

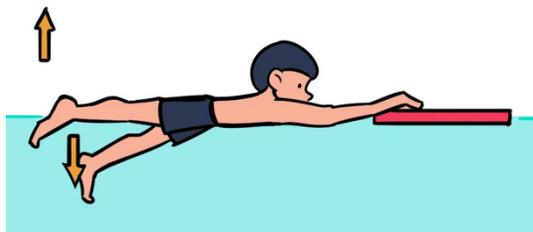
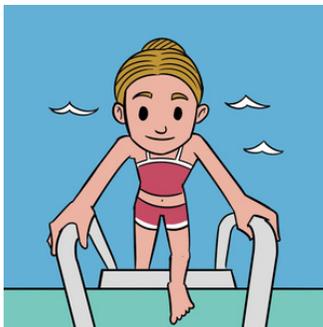
- Float
- Travel
- Submerge
- Kick with legs
- Pull with arms
- Glide

Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Determination
- Emotional: Challenging myself
- Thinking: Creating actions
- Thinking: Using tactics

Key Vocabulary:

- **safely** • **enter** • **rules** • **front**
- **travel** • **kicking** • **exit** • **back**
- **pulling** • **breathing** • **unaided**
- **gliding** • **floating** • **splash**



Teacher Glossary

Pull: the action done by the arms to move through the water.

Glide: When a swimmer coasts with a pause in their stroke or after pushing off from the side.



Knowledge Organiser: Target Games Year 1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of Target Games

Golf	Boccia	Bowls
New Age Kurling	Dodgeball	Archery

Key Vocabulary:

- **far** • **aim** • **team** • **throw**
- **score** • **send** • **points** • **distance**
- **overarm** • **underarm** • **target**

Key Skills: Physical

- Underarm throwing
- Overarm throwing
- Aim
- Hand eye co-ordination

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Leadership
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Teacher Glossary

- Agility:** The ability to change direction quickly and easily.
- Release:** The point at which you let go of an object.
- Target:** The object that is being aimed for.
- Co-ordination:** The ability to move two or more body parts at the same time.



Knowledge Organiser: Target Games Year 2

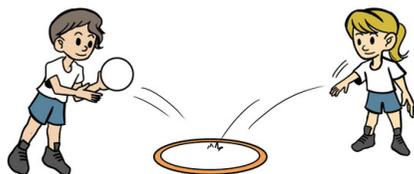


Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Throwing
- Kicking
- Rolling
- Striking
- Aim
- Hand eye co-ordination



Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Kindness
- Social: Support
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Independence
- Emotional: Manage emotions
- Thinking: Select and apply
- Thinking: Using tactics
- Thinking: Decision making
- Thinking: Provide feedback
- Thinking: Problem solving

Examples of Target Games

Golf	Boccia	Bowls
New Age Kurling	Dodgeball	Archery

Key Vocabulary:

- *release*
- *accuracy*
- *opposite*
- *strike*
- *target*
- *ahead*
- *select*
- *object*
- *distance*

Teacher Glossary

Release: The point at which you let go of an object.

Target: The object that is being aimed for.

Co-ordination: The ability to move two or more body parts at the same time.

Knowledge Organiser: Team Building Y1

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

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 Skills: Physical

- Balancing
- Travelling actions

Key Skills: S.E.T

- Social: Communication
- Social: Sharing ideas
- Social: Inclusion
- Social: Encouraging and supporting others
- Emotional: Confidence
- Emotional: Trust
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Providing instructions
- Thinking: Planning
- Thinking: Problem solving

Key Vocabulary:

- **solve**
- **teamwork**
- **lead**
- **direction**
- **co-operate**
- **instructions**
- **share**
- **listen**
- **safely**
- **travel**



This unit builds into:

OAA

Outdoor Adventurous Activities



Knowledge Organiser: Team Building Y2

Links to the PE National Curriculum

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- 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 Skills: Physical

- Travelling
- actions Jumping
- Balancing

Key Skills: S.E.T

- Social: Communication
- Social: Listening
- Social: Leading
- Social: Inclusion
- Emotional: Trust
- Emotional: Honesty and fair play
- Emotional: Acceptance
- Thinking: Planning
- Thinking: Decision making
- Thinking: Problem solving

Key Vocabulary:

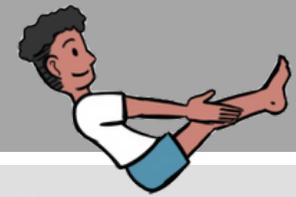
- **solve**
- **support**
- **map**
- **direction**
- **co-operate**
- **successful**
- **share**
- **plan**
- **communicate**



This unit builds into:

OAA

Outdoor Adventurous Activities



Links to the PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

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: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback



Key Vocabulary:

- | | | |
|-----------------|------------------|------------------|
| • <i>space</i> | • <i>listen</i> | • <i>copy</i> |
| • <i>pose</i> | • <i>breath</i> | • <i>balance</i> |
| • <i>slowly</i> | • <i>breathe</i> | • <i>stretch</i> |



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.



Links to the PE National Curriculum

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- Emotional: Calmness
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- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

Key Vocabulary:

- | | | |
|-------------------|-----------------|-----------------|
| ● focus | ● listen | ● create |
| ● pose | ● feel | ● choos |
| ● position | ● breath | ● e flow |



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.