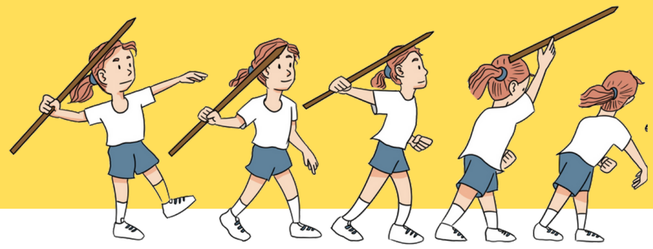
# Knowledge Organiser: Athletics Y5



## Links to the PE National Curriculum

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

## 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:

**Encourage pupils to use this language in your lessons.**

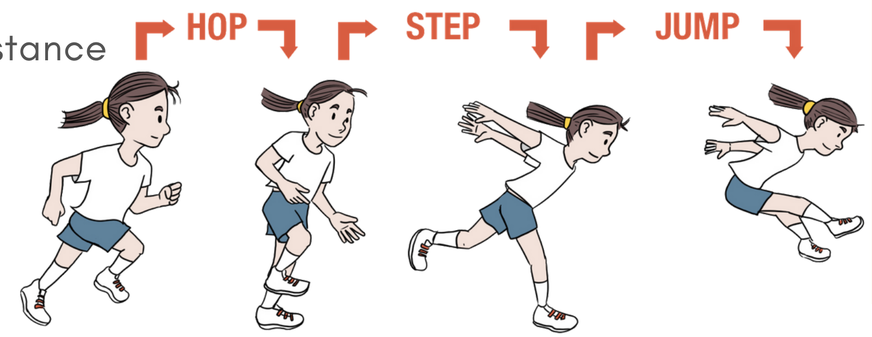
**Technique** • **Compete** • **Continuous Pace** • **Flight**
**Determination** • **Personal Best** • **Momentum** • **Stride**
**Downsweep** • **Upsweep** • **Rhythm** • **Officiate**

## Key Skills: Physical

- Pacing
- Sprinting technique
- Relay changeovers
- Jumping for height
- Jumping for distance - long jump, triple jump
- Push throw for distance - shot put, javelin
- Pull throw for distance

## Key Skills: S.E.T

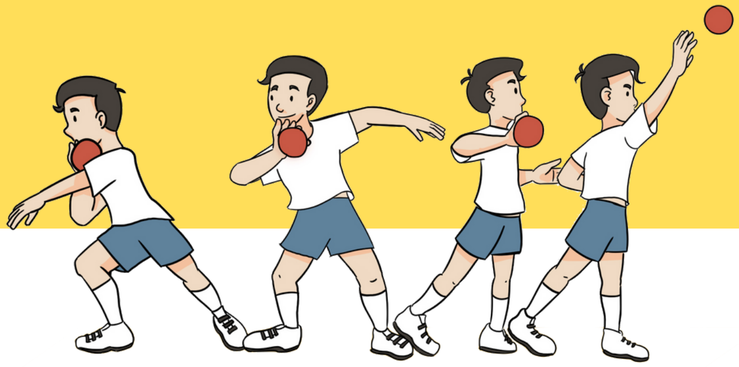
- Social: Collaborating with others
- Social: Supporting others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback




## Teacher Glossary

**Changeover:** where a baton is passed from one person to another
**Downsweep:** in relay when the performer passes the baton in a downward action
**Upsweep:** when the performer passes the baton in an upward action
**Flight**: the time the performer spends in the air in jumping events
**Hop:** take off on one foot and land on the same foot
**Leap:** take off on one foot and land on the other. Also known as a step in triple jump
**Jump:** take off and land on two feet
**Pull throw:** when the performer pulls the item through the air
**Push throw:** when the performer pushes the item through the air

# Where this unit sits



## Assessment Criteria

### Year 4

- I can demonstrate the difference in sprinting
- and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and
- what I need to do to improve.
- I can jump for distance and height with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

### Year 5

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

### Year 6

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

## Progression of Skills Ladder

| | | | | | |
|---|---|---|---|---|---|
| **Year 6** | **Running** Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. | **Running** Hurdle with greater control and coordination. | **Jumping** Develop take off position when jumping for height. | **Jumping** Develop power, control and technique in the triple jump. | **Throwing** Develop power, control and technique when throwing discus and javelin. |
| **Year 5** | **Running** Apply fluency and coordination when running for speed in relay changeovers. | **Running** Effectively apply speeds appropriate for the event. | **Jumping** Develop power, control and consistency in jumping for distance. | **Jumping** Explore technique and rhythm in the triple jump. | **Throwing** Develop technique and power in javelin and shot put. |
| **Year 4** | **Running** Develop an understanding of speed and pace in relation to distance. | **Running** Develop power and speed in the sprinting technique. | **Jumping** Develop technique when jumping for distance. | **Jumping** Explore fluency and technique in the vertical jump. | **Throwing** Explore power and technique when throwing for distance in a pull throw. |

## Other units that progress into this activity are:

**Ball Skills**

**Fundamentals**

**Games**

# Knowledge Organiser: Athletics Y6

## Links to the PE National Curriculum

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

## 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:

**Encourage pupils to use this language in your lessons.**

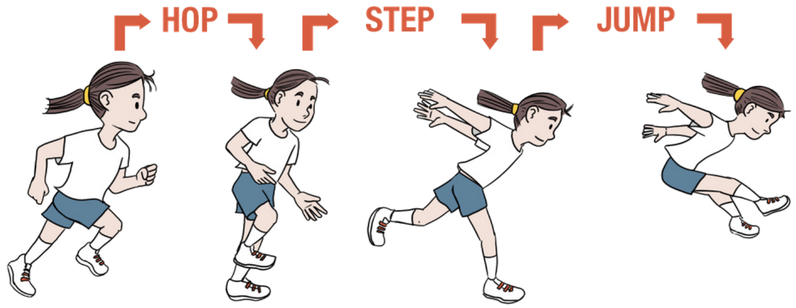
**Technique** • **Control** • **Force** • **Continuous Pace** • **Trajectory** • **Stride** • **Momentum** • **Officiate** • **Flight** • **Compete** • **Rotation** • **Transfer of Weight**

## Key Skills: Physical

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

## Key Skills: S.E.T

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




## Teacher Glossary

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

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

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

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

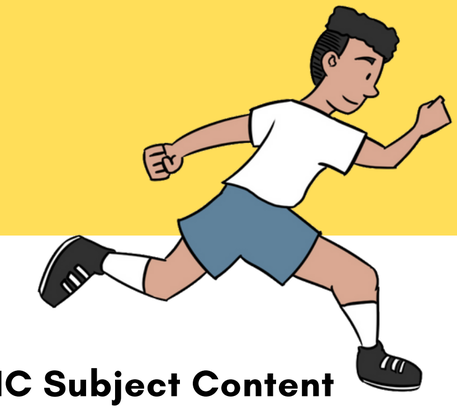
**Hop**: take off on one foot and land on the same foot

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

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

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

# Where this unit sits



## Assessment Criteria

### Year 5

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

### Year 6

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

### KS3 PE NC Subject Content

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

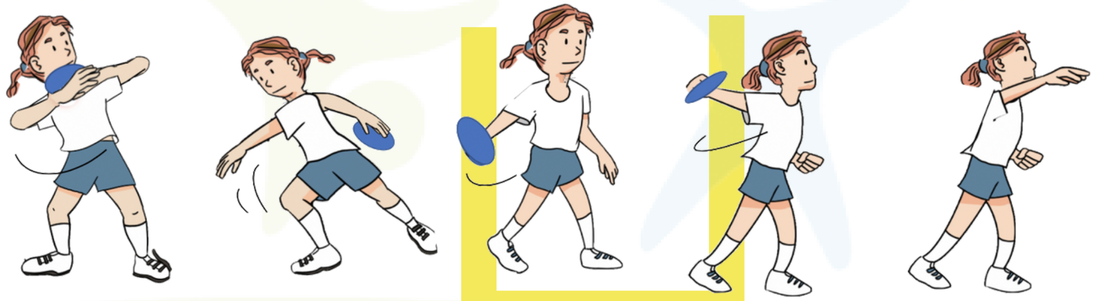
## Progression of Skills Ladder

**Other units that progress into this activity are:**

**Ball Skills**

**Fundamentals**

**Games**



| | | | | | |
|---|---|---|---|---|---|
| **Running** Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. | **Running** Hurdle with greater control and coordination. | **Jumping** Develop take off position when jumping for height. | **Year 6** | **Jumping** Develop power, control and technique in the triple jump. | **Throwing** Develop power, control and technique when throwing discus and javelin. |
| **Running** Apply fluency and coordination when running for speed in relay changeovers. | **Running** Effectively apply speeds appropriate for the event. | **Jumping** Develop power, control and consistency in jumping for distance. | **Year 5** | **Jumping** Explore technique and rhythm in the triple jump. | **Throwing** Develop technique and power in javelin and shot put. |

# Knowledge Organiser: Badminton Year 5 and Year 6

## Links to the PE National Curriculum

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

## Key Skills: Physical

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

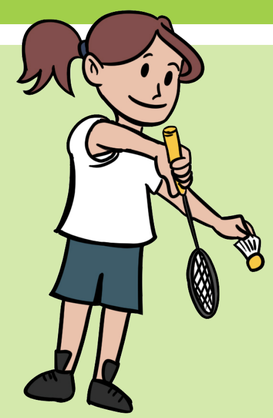
## Key Skills: S.E.T

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

**Key principles of net and wall games**

| Attacking | Defending |
|---|---|
| Score points | Limit points |
| Create space | Deny space |
| Placement of an object | Consistently return an object |

## How to score



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

**A player wins a point when :**

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

## Key Vocabulary:

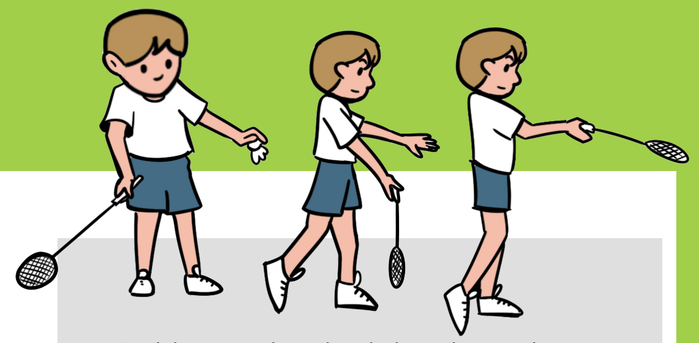
**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

| | |
|---|---|
| Year 5 | Backhand • Control • Ready position • Forehand • Return • Serve • Outwit |
| Year 6 | Backcourt • Cooperatively • Continuously • Forecourt • Defensive • Attacking • Opponent |

## Teacher Glossary

**Head face:** The head face of the racket is the part with the stings on, it is used to hit the shuttlecock.
**Chasse:** A chasse step allows a player to move and cover a short distance efficiently on the court.
**Baseline:** The line indicating the back of the court.
**Follow through:** Describes the path of the racket following it's contact with the shuttle. It is an important technique of producing controlled strokes.
**Defence:** Playing defensively generally means hitting shots upwards and lofty as it gives players time to recover.
**Forecourt:** The forecourt area is the front third of the court. It is the region between the short service line and the net.
**Backcourt**: The backcourt area is the section around the boundary lines in the back third of the court.

# Where this unit sits



## Assessment Criteria

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

**Year 4**

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

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

**Year 6**

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

**KS3 PE NC Subject Content**

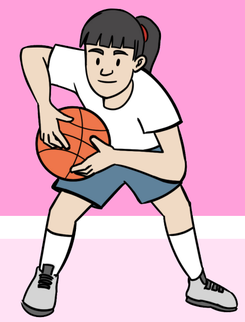
## Progression of Skills Ladder

| | Shots | Serving | Rallying | Footwork |
|---|---|---|---|---|
| **Year 6** | Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. | Serve accurately and consistently. Beginning to apply tactics to their serve. | Successfully apply a variety of shots to keep a continuous rally. | Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse. |
| **Year 5** | Develop the range of shots used in the games they play. | Develop their range of serving techniques appropriate to the game they are playing. | Use a variety of shots to keep a continuous rally. | Demonstrate effective footwork patterns to move around the court. |
| **Year 4** | Demonstrate increased technique when using shots both cooperatively and competitively. | Develop technique in serving underarm with increased consistency. | Develop rallying using both forehand and backhand with increased technique. | Begin to use appropriate footwork patterns to move around the court. |

## Other units that progress into this activity are:

**Net and Wall Games**
**Games**
**Ball Skills**
**Fundamentals**
**Sending and Receiving**

# Knowledge Organiser: Basketball Year 5 and Year 6



## Links to the PE National Curriculum

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

## Key Skills: Physical

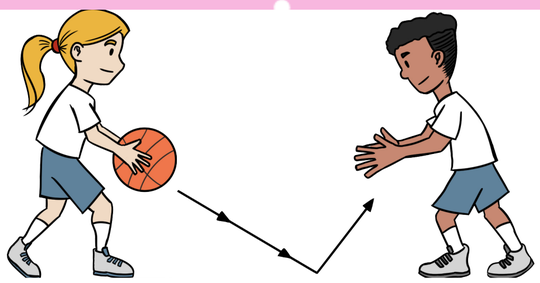
- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting

## Key Skills: S.E.T

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

**Key principles of invasion games**

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



## Key Rules

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Referee • Set shot • Traveling • Opponent • Double dribble • Possession • Foul • Rebound

**Year 6**
Tactics • Conceding • Jump shot • Outwit

## Teacher Glossary

**Interception**: catching a pass made my an opposing player
**Possession**: when a team has the ball, they are in possession
**Marking**: when a player defends an opponent
**Getting free**: when an attacking player moves to lose their defender
**V dribble**: dribbling the ball from one hand to the other usually used to get past a defender
**Protective dribbling**: when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non dribbling arm out
**Foul**: when a player contacts an opponent

# Where this unit sits

## Assessment Criteria

### Year 4

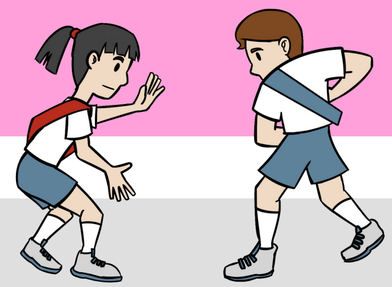
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score
- or gain possession.
- I share ideas and work with others to manage
- our game.
- I understand the rules of the game and I can use them often and honestly.

### Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use feedback provided to improve my work.
- I can use tracking and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game honestly and consistently.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand when to use different styles of defence in game situations.



### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

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

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

# Knowledge Organiser: Cricket Year 5 and Year 6

## Links to the PE National Curriculum

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

## 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 **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**

Strike • Support • Wicket • Wicket Keeper • Fielding • Batting • Tracking • Retrieve

**Year 6**

Defensive hit • Drive hit • Continuous • Consistently • Obstruction

## Key Skills: Physical

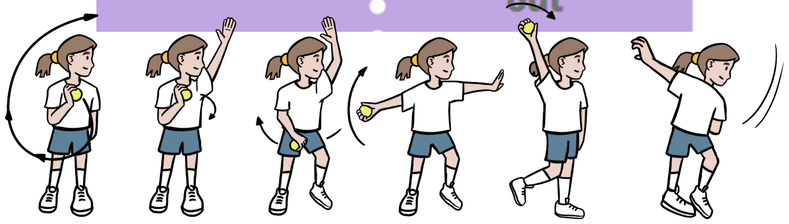
- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Long and short barrier
- Batting

## Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying strategies

**Key principles of striking and fielding games**

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



## 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.
**Innings:** One player's or one team's turn to bat (or bowl).
**An over:** The delivery of six consecutive legal balls by one bowler.
**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.

# Where this unit sits

## Assessment Criteria

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can use feedback provided to improve my work.
- I can work collaboratively with others to score runs.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

### Year 6

- I can select the appropriate action for the situation.
- I can strike a bowled ball with increasing consistency and accuracy.
- I can use a wider range of fielding skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to score runs and to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.
- I understand that there are different areas of fitness and how this helps me in different activities.

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

| | Striking | Fielding | Throwing | Catching |
|---|---|---|---|---|
| **Year 6** | Strike a bowled ball with increasing accuracy and consistency. | Consistently select and apply the appropriate fielding action for the situation. | Consistently make good decisions on who and when to pass to in order to get batters out. | Consistently demonstrate good technique in catching skills under pressure. |
| **Year 5** | Explore defensive and driving hitting techniques and directional batting. | Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation. | Demonstrate clear technique when using a variety of throws under pressure. | Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. |
| **Year 4** | Develop batting technique consistent with the rules of the game. | Develop bowling with some consistency, abiding by the rules of the game. | Use overarm and underarm throwing with increased consistency in game situations. | Beginning to catch with one and two hands with some consistency in game situations. |

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Striking and Fielding**
**Sending and Receiving**

# Knowledge Organiser: Dance Y5

## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**

**Levels** • **Actions** • **Formation** • **Timing**

**Relationship** • **Performance** • **Expression**

**Unison** • **Posture** • **Dynamics** • **Canon**

## Performance Ideas

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

**Performing, some good ideas:**

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

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.
**Action:** The movement a dancer does e.g. travel, jump, kick.
**Level:** High, medium and low.
**Pathway:** Designs traced in space (on the floor or in the air).
**Unison:** Two or more dancers performing the same movement at the same time.
**Dynamics:** How a movement is performed e.g. robotically, softly.
**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.
**Space:** The 'where' of movement such as levels, directions, pathways, shapes.
**Formation:** Where dancers are in relation to each other.
**Canon:** Performing the same movement, motif or phrase one after the other.

# Where this unit sits

## Assessment Criteria

### Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

### Year 5

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

### Year 6

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

## Progression of Skills Ladder

| | | | | | |
|---|---|---|---|---|---|
| **Year 6** | **Actions**<br>Show controlled movements which express emotion and feeling. | **Dynamics**<br>Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group. | **Space and Relationships**<br>Use a variety of basic compositional principles when creating their own dances. | **Performance**<br>Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance. | |
| **Year 5** | **Actions**<br>Choreograph planned dances by using, adapting and developing actions and steps from different dance styles. | **Dynamics**<br>Confidently use dynamics to express different dance styles. | **Space**<br>Use direction and patterning to express different dance styles. | **Relationships**<br>Confidently use formations, canon and unison to express a dance idea. | **Performance**<br>Perform dances expressively, using a range of performance skills, showing accuracy and fluency. |
| **Year 4** | **Actions**<br>Respond imaginatively to a range of stimuli related to character and narrative. | **Dynamics**<br>Change dynamics confidently within a performance to express changes in character. | **Space**<br>Confidently use changes in level, direction and pathway. | **Relationships**<br>Use action and reaction to represent an idea. | **Performance**<br>Perform complex dances that communicate narrative and character well, performing clearly and fluently. |

# Knowledge Organiser: Dance Y6

## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**

**Levels • Actions • Formation • Timing**

**Phrase • Performance • Expression**

**Unison • Posture • Dynamics • Canon**

**Choreograph • Contrast • Structure**

## Performance Ideas

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

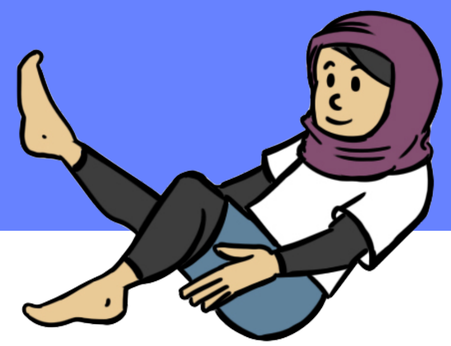
**Performing, some good ideas:**

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

## Teacher Glossary

**Counts:** A performer uses counts to stay in time with the music and / or other performers.
**Action:** The movement a dancer does e.g. travel, jump, kick.
**Level:** High, medium and low.
**Pathway:** Designs traced in space (on the floor or in the air).
**Unison:** Two or more dancers performing the same movement at the same time.
**Dynamics:** How a movement is performed e.g. robotically, softly.
**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.
**Space:** The 'where' of movement such as levels, directions, pathways, shapes.
**Formation:** Where dancers are in relation to each other.
**Canon:** Performing the same movement, motif or phrase one after the other.
**Structure:** The way in which a dance is ordered or organised.
**Phrase:** A short sequence of linked movements.

# Where this unit sits



## Assessment Criteria

### Year 5

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

### Year 6

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

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

**Year 6**

**Actions**
Show controlled movements which express emotion and feeling.

**Dynamics**
Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.

**Space and Relationships**
Use a variety of basic compositional principles when creating their own dances.

**Performance**
Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.

**Year 5**

**Actions**
Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.

**Dynamics**
Confidently use dynamics to express different dance styles.

**Space**
Use direction and patterning to express different dance styles.

**Relationships**
Confidently use formations, canon and unison to express a dance idea.

**Performance**
Perform dances expressively, using a range of performance skills, showing accuracy and fluency.

# Knowledge Organiser: Dodgeball Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- 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

## A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes 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:

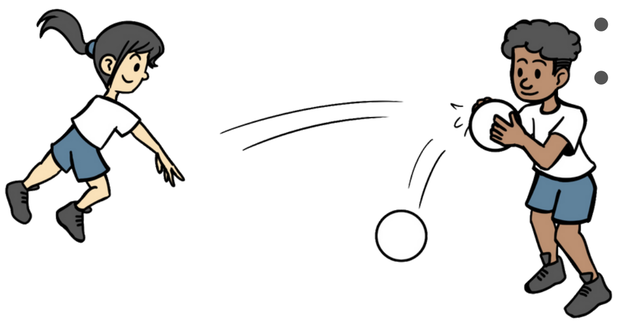
**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Pressure · Tactics · Opponent · Officiate · Referee · Fair play

**Year 6**
Consistently · Outwit · Sportsmanship · Support · Tournament · Cooperatively

## Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



## Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Leadership
- Emotional: Honesty
- Emotional: Determination
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying tactics

## 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 players hands are allowed in the dead zone.

# Where this unit sits

## Assessment Criteria

### Year 4

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can throw accurately at a target.
- I can use feedback provided to improve my work.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use th

### Year 6

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

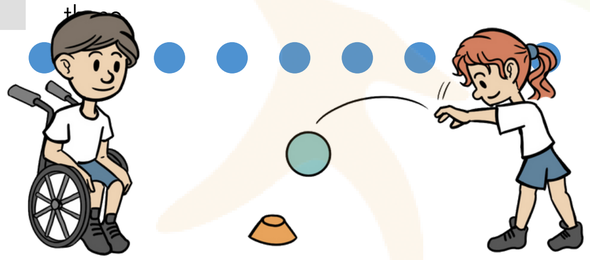
### KS3 PE NC Subject Content

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

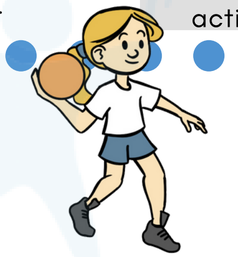
## Progression of Skills Ladder

**Other units that progress into this activity:**

**Games**
**Ball Skills**
**Fundamentals**
**Target Games**
**Sending & Receiving**







| | | | |
|---|---|---|---|
| **Year 6** | **Throwing**<br>Consistently make good decisions on who and when to throw at in order to get opponents out. | **Catching**<br>Make quick decisions on when to catch and when to dodge. | **Striking (Golf)**<br>Successfully select and apply a wider range of striking techniques appropriate to the situation. |
| **Year 5** | **Throwing**<br>Demonstrate clear technique when throwing under pressure. | **Catching**<br>Demonstrate good technique and consistency in catching skills under pressure. | **Striking (Golf)**<br>Develop a wider range of striking techniques and begin to use them under pressure. |
| **Year 4** | **Throwing**<br>Throw with increasing accuracy and success in game situations. | **Catching**<br>Catch with increasing consistency in game situations. | **Striking (Golf)**<br>Explore striking techniques appropriate to the situation. |

# Knowledge Organiser: Fitness Year 5 and Year 6

## 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...

How does exercise affect our body?
Can you describe what happens in your body when you warm up?
Can you identify other activities that can increase stamina, strength, agility and flexibility?
What muscles can you feel working during the different activities you do?

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Agility • Technique • Strength • Drive • Balance • Control • Stamina • Power

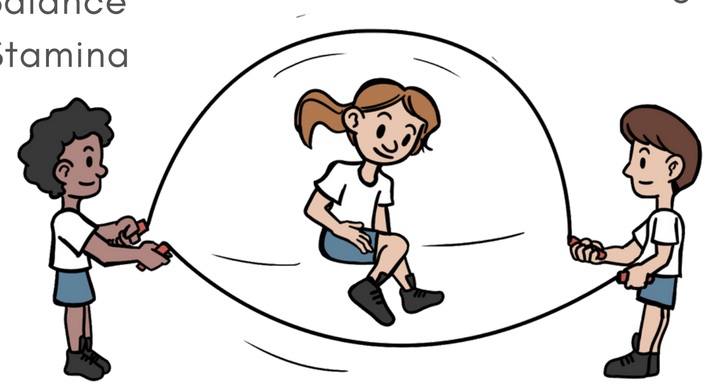
**Year 6**
Generate force • Record • Analyse • Continuous • Flexibility • Measure

## Key Skills: Physical

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

## Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



## 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.

# Where this unit sits

## Assessment Criteria

### Year 4

- I can collect and record personal fitness data and identify areas I need to improve.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working at over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

### Year 5

- I can analyse my fitness data to identify areas of improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

### Year 6

- I can change my running technique to adapt to different distances.
- I can collect, record and analyse data to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.
- I encourage and motivate others to work to their best.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand the different components of fitness and ways to test and develop them.
- I work to my maximum consistently when presented with challenges.

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

| | Agility | Balance | Coordination | Speed | Strength | Stamina |
|---|---|---|---|---|---|---|
| **Year 6** | Change direction with a fluent action and can transition smoothly between varying speeds. | Show fluency and control when travelling, landing, stopping and changing direction. | Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. | Can adapt running technique to meet the needs of the distance. | Can complete body weight exercises for increased repetitions, with control and fluency. | Use their breath to increase their ability to move for sustained periods of time. |
| **Year 5** | Demonstrate improved body posture and speed when changing direction. | Change their body position to maintain a controlled centre of gravity. | Demonstrate increased speed when coordinating their bodies. | Identify the best pace for a set distance or time. | Demonstrate increased technique in body weight exercises. | Use their breath to increase their ability to move for sustained periods of time. |
| **Year 4** | Show balance when changing direction at speed. | Show control whilst completing activities which challenge balance. | Explore increased speed when coordinating their bodies. | Demonstrate improved sprinting technique. | Identify activities which help to strengthen different muscle groups. | Demonstrate using their breath to maintain their work rate. |

## Other units that progress into this activity are:

**Gymnastics**

**Fundamentals**

# Knowledge Organiser: Football Year 5 and Year 6

## Links to the PE National Curriculum

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

## Key Skills: Physical

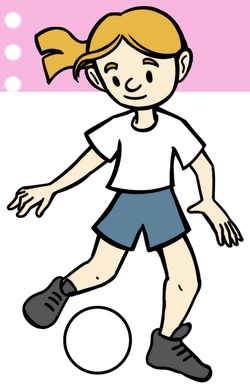
- Dribbling
- Passing
- Ball control
- Tracking / jockeying
- Turning
- Goalkeeping
- Receiving

## Key Skills: S.E.T

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

**Key principles of invasion games**

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



## Key Rules

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5** Control · Pressure · Tactics · Opponent · Intercepting · Possession · Foul · Tracking

**Year 6** Consistently · Conceding · Outwit · Touch

## Teacher Glossary

**Interception**: intercepting a pass made my an opposing player
**Possession**: when a team has the ball they are in possession
**Marking**: when a player defends an opponent
**Getting free**: when an attacking player moves to lose their defender
**Foul**: an act by a player that breaks the rules of the game
**Throw in**: A throw in is awarded when the whole of the ball passes over the side line, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball

# Where this unit sits

## Assessment Criteria

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use feedback provided to improve my work.
- I can use tracking and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

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

**Year 6**

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

**KS3 PE NC Subject Content**

## Progression of Skills Ladder

### Other units that progress into this activity are:

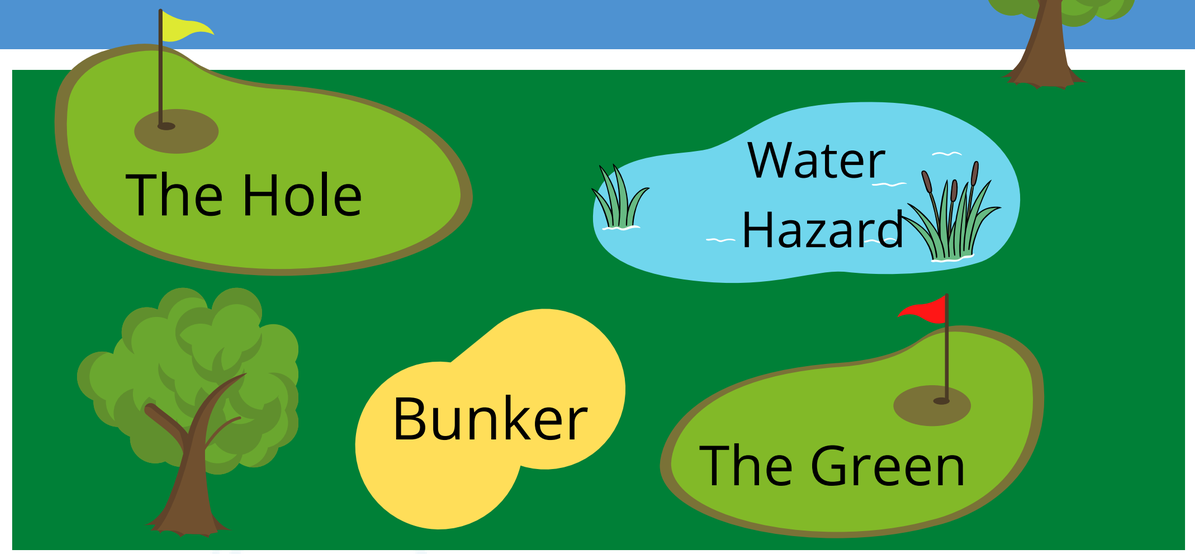
**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

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

# Knowledge Organiser: Golf Year 5 and Year 6

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- play competitive games, modified where appropriate




## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
- Par
- Putt
- Drive
- Chipping
- Strike
- Hole
- Club
- Power

**Year 6**
- Consistently
- Align
- Bunker
- Accurately
- Swing
- Hazard

## Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking

## Key Skills: S.E.T

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

## Teacher Glossary

**Putt**: A putt is a short shot played when the ball is on the green (near the hole).
**Chipping:** Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.
**Drive:** A drive focuses on sending the ball a long distance to get the ball closer to the green.
**Tee:** A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.

# Where this unit sits

## Assessment Criteria

### Year 4

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

### Year 5

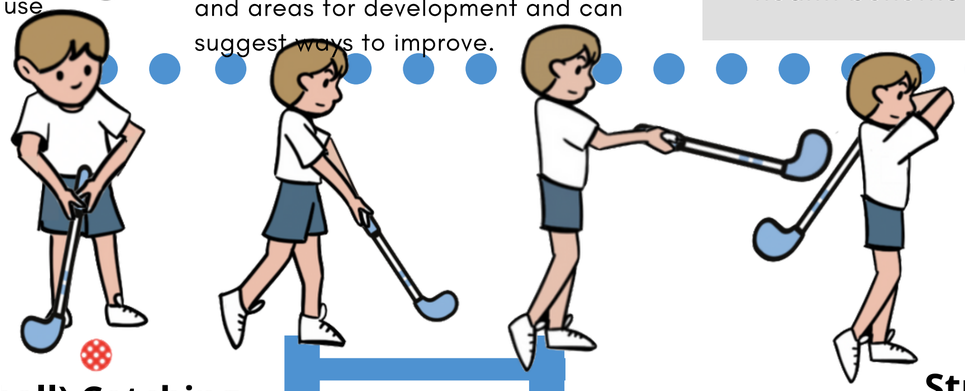
- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can hold all equipment correctly correctly depending on the shot I am using.
- I can identify different areas of the golf course.
- I can identify when I was successful and what I need to do to improve.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

### Year 6

- I can identify different areas of the golf course.
- I can show control of distance when chipping and putting.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

### KS3 PE NC Subject Content

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



## Progression of Skills Ladder

**Other units that progress into this activity:**

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

| | | | |
|---|---|---|---|
| **Throwing** Consistently make good decisions on who and when to throw at in order to get opponents out. | **(Dodgeball) Catching** Make quick decisions on when to catch and when to dodge. | **Year 6** | **Striking** Successfully select and apply a wider range of striking techniques appropriate to the situation. |
| **Throwing** Demonstrate clear technique when throwing under pressure. | **(Dodgeball) Catching** Demonstrate good technique and consistency in catching skills under pressure. | **Year 5** | **Striking** Develop a wider range of striking techniques and begin to use them under pressure. |
| **Throwing** Throw with increasing accuracy and success in game situations. | **(Dodgeball) Catching** Catch with increasing consistency in game situations. | **Year 4** | **Striking** Explore striking techniques appropriate to the situation. |

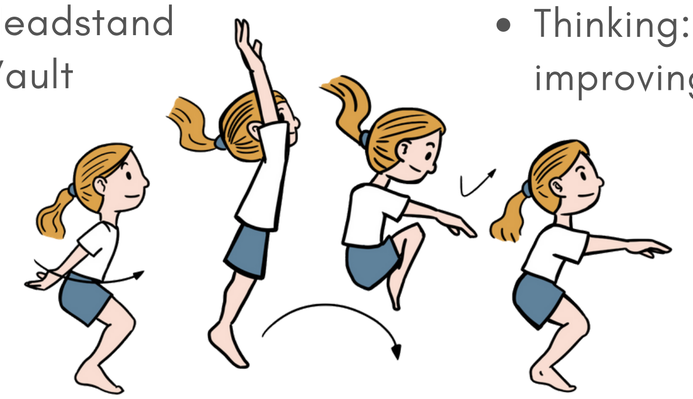
# Knowledge Organiser: Gymnastics Y5

## Links to the PE National Curriculum

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

## Key Skills: Physical

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



## Key Skills: S.E.T

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

## Ways to improve a sequence

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**

**Symmetrical** • **Asymmetrical** • **Extension**
**Rotation** • **Synchronisation** • **Canon**
**Inverted** • **Progression** • **Aesthetics**

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
**Pathway:** Designs traced in space (on the floor or in the air).
**Sequence**: A number of actions linked together.
**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.
**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
**Canon:** When performers complete the same physical action one after the other.
**Synchronisation:** When performers complete the same physical action at the same time.

# Where this unit sits

## Assessment Criteria

### Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

### Year 5

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

### Year 6

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

## Progression of Skills Ladder

| | | | | | |
|---|---|---|---|---|---|
| **Shapes** Combine and perform gymnastic shapes more fluently and effectively. | **Inverted movements** Develop control in progressions of a cartwheel and a headstand. | **Balances** Explore counter balances and counter tension balances. | **Year 6** | **Rolls** Develop fluency and consistency in the straddle, forward and backward roll. | **Jumps** Combine and perform a range of gymnastic jumps more fluently and effectively,. |
| **Shapes** Develop the range of shapes they use in their sequences. | **Inverted movements** Develop strength in bridge and shoulder stand. | **Balances** Develop control and fluency in individual and partner balances. | **Year 5** | **Rolls** Develop the straight, barrel, forward and straddle roll and perform with increased control. | **Jumps** Develop control in performing and landing rotation jumps. |
| **Shapes** Develop the range of shapes they use in their sequences. | **Inverted movements** Develop strength in bridge and shoulder stand. | **Balances** Develop control and fluency in individual and partner balances. | **Year 4** | **Rolls** Develop the straight, barrel, forward and straddle roll and perform with increased control. | **Jumps** Develop control in performing and landing rotation jumps. |

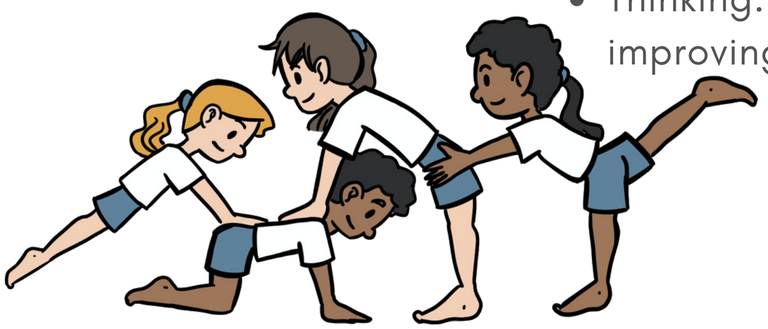
# Knowledge Organiser: Gymnastics Y6

## Links to the PE National Curriculum

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

## Key Skills: Physical

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



## Key Skills: S.E.T

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

## Ways to improve a sequence

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**

**Momentum** • **Counter balance** • **Aesthetics**
**Formation** • **Synchronisation** • **Stability**
**Inverted** • **Progression** • **Counter tension**

## Teacher Glossary

**Counter balance:** A balance where a person uses another person's weight to stay balanced by pushing against them.
**Counter tension:** A balance where a person uses another person's weight to stay balanced by pulling away from them.
**Pathway:** Designs traced in space (on the floor or in the air).
**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
**Canon:** When performers complete the same physical action one after the other.
**Synchronisation:** When performers complete the same physical action at the same time.
**Formation**: Where you are in the space in relation to others.

# Where this unit sits

## Assessment Criteria

### Year 5

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

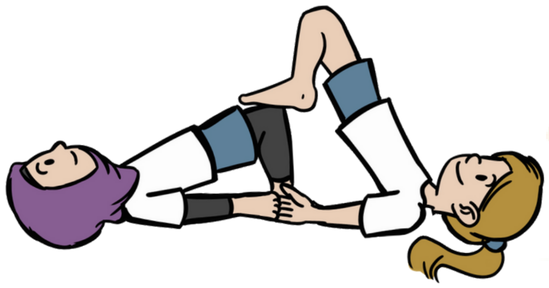
### Year 6

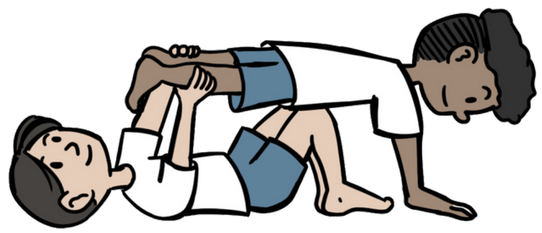
- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my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

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder





| | | | | | |
|---|---|---|---|---|---|
| **Shapes** Combine and perform gymnastic shapes more fluently and effectively. | **Inverted movements** Develop control in progressions of a cartwheel and a headstand. | **Balances** Explore counter balances and counter tension balances. | **Year 6** | **Rolls** Develop fluency and consistency in the straddle, forward and backward roll. | **Jumps** Combine and perform a range of gymnastic jumps more fluently and effectively,. |
| **Shapes** Develop the range of shapes they use in their sequences. | **Inverted movements** Develop strength in bridge and shoulder stand. | **Balances** Develop control and fluency in individual and partner balances. | **Year 5** | **Rolls** Develop the straight, barrel, forward and straddle roll and perform with increased control. | **Jumps** Develop control in performing and landing rotation jumps. |

# Knowledge Organiser: Handball Year 5 and Year 6

## Links to the PE National Curriculum

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

## Key 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:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**

- Pressure
- Support
- Control
- Tactics
- Delay
- Reaction
- Release

**Year 6**

- Angle
- Create
- Principle
- Inclusion
- Transfer
- Close down

## Key Skills: Physical

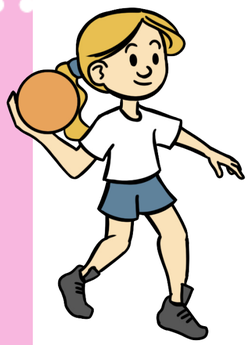
- Throwing and catching
- Moving with the ball
- Dribbling
- Intercepting
- Shooting

## Key Skills: S.E.T

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

**Key principles of invasion games**

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



## Teacher Glossary

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

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

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

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

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

# Where this unit sits

## Assessment Criteria

**Year 4**

- I understand the rules of the game and I can use them often and honestly.
- I can self-manage a match with my team-mates and officiate a match by applying the basic rules.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can delay an opponent and help to prevent the other team from scoring.
- I can use simple tactics to help my team gain possession.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.
- I can move to space to help my team to keep possession and score goals.

**Year 5**

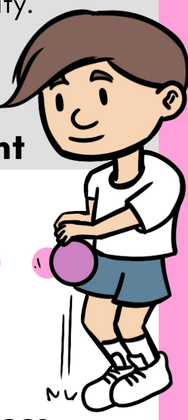
- I understand the rules and can apply them honestly most of the time including when refereeing.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I communicate well with my team and move into space to help to maintain possession and score goals.
- I can apply defensive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

**Year 6**

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

**KS3 PE NC Subject Content**

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



## Progression of Skills Ladder

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

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

# Knowledge Organiser: Hockey Year 5 and Year 6

## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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

### Key principles of invasion games

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

## Key Rules

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**

- Obstruction
- Possession
- Attack
- Trapping the ball
- Interception
- Defence

**Year 6**

- Support
- Bully off
- Block Tackle
- Consistently
- Conceding
- Jab Tackle

## Teacher Glossary

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

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

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

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

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

# Where this unit sits

## Assessment Criteria

**Year 4**

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

**Year 5**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use feedback provided to improve my work.
- I can use tracking, tackling and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play fairly and honestly.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 6**

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

**KS3 PE NC Subject Content**

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

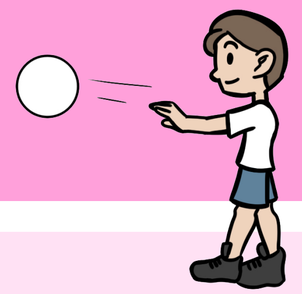
## Progression of Skills Ladder

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

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

# Knowledge Organiser: Netball Year 5 and Year 6



## Links to the PE National Curriculum

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

## Key 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. The landing foot must remain on the ground, the other foot may 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 Skills: Physical

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

## Key Skills: S.E.T

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

### Key principles of invasion games

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Rebound, Possession, Attack, Defend, Contact, Obstruction, Interception

**Year 6**
Contest, Conceding, Turnover, Consecutive, Consistently

## Teacher Glossary

**Possession**: when a team has the ball they are in possession
**Interception**: catching a pass made my an opposing player
**Turnover**: when a team not in possession of the ball gains possession
**Marking**: when a player defends an opponent
**Getting free**: when an attacking player moves to lose their defender
**Rebound**: when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play

# Where this unit sits

## Assessment Criteria

### Year 4

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can defend one on one and know when to win the ball.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can pass, receive and shoot the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

### Year 5

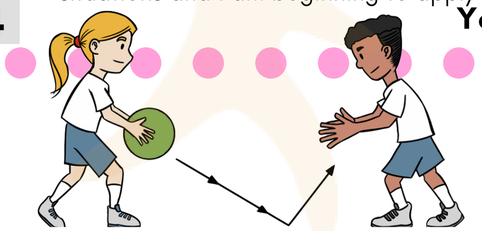
- I can communicate with my team and move into space to keep possession and score.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

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

### KS3 PE NC Subject Content

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



## Progression of Skills Ladder

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

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

# Knowledge Organiser: OAA Year 5 and Year 6

## 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.

## 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 Skills: Physical

- Stamina
- 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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Tactical • Orienteering • Leader • Control Card • Navigation • Orientate

**Year 6**
Critical Thinking • Location • Strategy • Co-operatively • Symbol • Boundaries

## 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.
**Strategy:** A plan of action to complete a set task or challenge.

# Where this unit sits

## Assessment Criteria

### Year 4

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

### Year 5

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

### Year 6

- I am inclusive of others, can share job roles and lead when necessary.
- I can orientate a map efficiently to navigate around a course.
- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can use critical thinking skills to form ideas and strategies to solve challenges.
- I can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.

### KS3 PE NC Subject Content

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

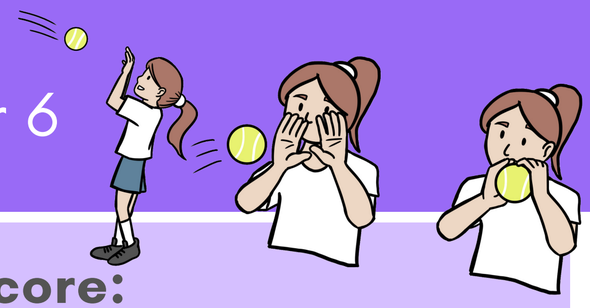
## Progression of Skills Ladder

| | | | | |
|---|---|---|---|---|
| **Year 6** | **Problem Solving** Pool ideas within a group, selecting and applying the best method to solve a problem. | **Navigational Skills** Orientate a map efficiently to navigate around a course. | **Communication** Inclusively communicate with others, share job roles and lead when necessary. | **Reflection** With increasing accuracy they reflect on when and how they were successful at solving challenges and alter their methods in order to improve. |
| **Year 5** | **Problem Solving** Explore tactical planning within a team to overcome increasingly challenging tasks. | **Navigational Skills** Develop navigational skills and map reading in increasingly challenging tasks including map orientation. | **Communication** Explore a variety of communication methods with increasing success. | **Reflection** Reflect on when they were successful at solving challenges and alter their methods in order to improve. |
| **Year 4** | **Problem Solving** Plan independently and in small groups, implementing a strategy with increased success. | **Navigational Skills** Identify key symbols on a map and use a key to help navigate around a grid. | **Communication** Confidently communicate ideas and listen to others. | **Reflection** With increased accuracy, critically reflect on when and why they were successful at solving challenges. |

**Other units that progress into this activity are:**

**Games**
**Team Building**
**Introduction to PE**

# Knowledge Organiser: Rounders Year 5 and Year 6



## Links to the PE National Curriculum

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

## How to score:

**Scoring:**

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

## A player is out if:

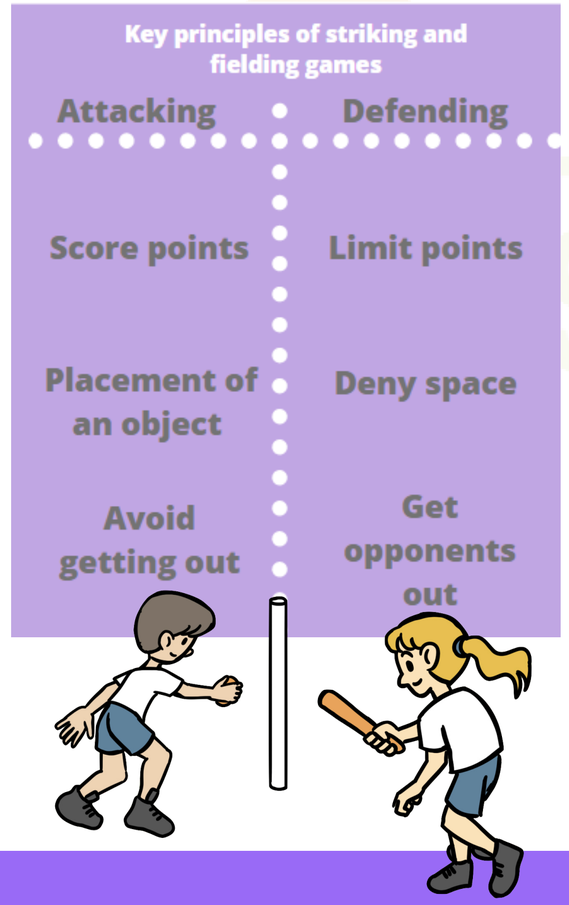
- **Caught out:** by a fielder before the ball touches the floor.
- **Stumped out:** by a fielder at the base the batter is running to.
- **Run out:** meaning the batter has run to a base where another batter is standing.
- **Running inside the bases**

## Key Skills: Physical

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

## Key Skills: S.E.T

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




## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**

Strike · Pressure · Retrieve · Outwit · Fielding · Batting · Overtake · Backing up

**Year 6**

Co-operatively · Obstruction · Consistently · Consecutive · Continuous

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop.
**Batter:** A player on the batting team.
**Rounder:** The unit of scoring.
**Bowler:** The player who starts the game by bowling to the batter.
**Backstop:** The player on the fielding side who stands behind the live batter (the batter who is batting).

# Where this unit sits

## Assessment Criteria

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

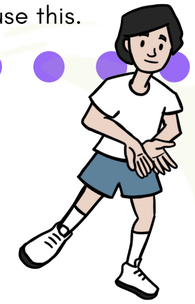
- I am beginning to strike a ball with a rounders bat.
- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

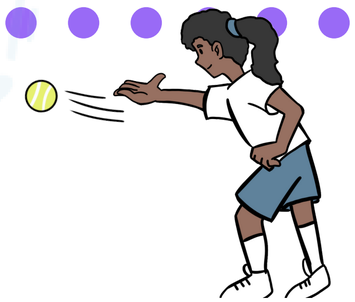
### Year 6

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

### KS3 PE NC Subject Content

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





## Progression of Skills Ladder

| | Striking | Fielding | Throwing | Catching |
|---|---|---|---|---|
| Year 6 | Strike a bowled ball with increasing accuracy and consistency. | Consistently select and apply the appropriate fielding action for the situation. | Consistently make good decisions on who and when to pass to in order to get batters out. | Consistently demonstrate good technique in catching skills under pressure. |
| Year 5 | Explore defensive and driving hitting techniques and directional batting. | Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation. | Demonstrate clear technique when using a variety of throws under pressure. | Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. |
| Year 4 | Develop batting technique consistent with the rules of the game. | Develop bowling with some consistency, abiding by the rules of the game. | Use overarm and underarm throwing with increased consistency in game situations. | Beginning to catch with one and two hands with some consistency in game situations. |

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Striking and Fielding**
**Sending and Receiving**

# Knowledge Organiser: Swimming Intermediate Year 5 and Year 6

## Links to the PE National Curriculum

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

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

## Top Tips for Teachers

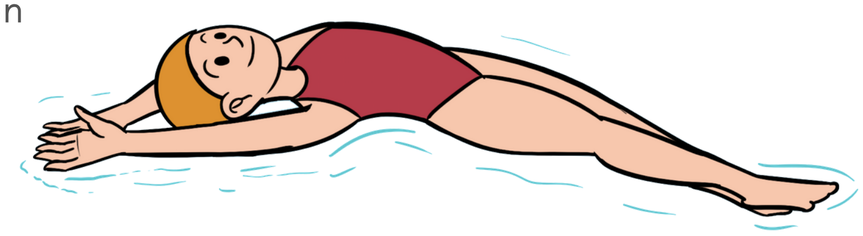
- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident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

## Key Skills: Physical

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

## Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Emotional: Determination
- Thinking: Creating
- Thinking: Decision making
- Thinking: Using tactics



## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
- Personal Best
- Flutter kick
- Exhale
- Somersault
- Surface
- Inhale

**Year 6**
- Endurance
- Propel
- Continuous
- Streamline
- Synchronised
- Retrieve

## Teacher Glossary

**Dolphin kick:** A dolphin kick is usually used for the butterfly stroke. Created by whipping motion with the legs.
**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.
**Flutter kick:** A kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down with a slight bend in the knee on the upward movement.
**Sculling:** Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.
**Treading water:** A survival technique used to keep the head above the water.

# Where this unit sits

## Assessment Criteria

### Year 3 and Year 4

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

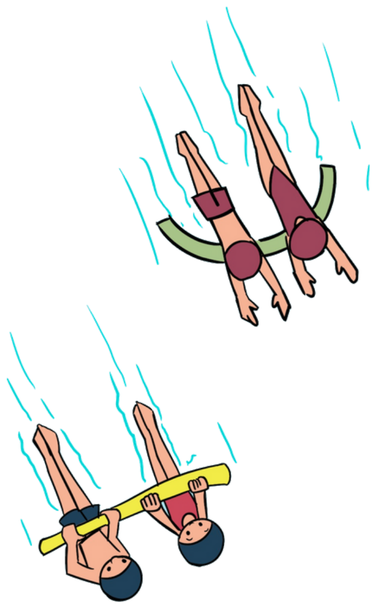
### Year 5 and Year 6

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

### KS3 PE NC Subject Content

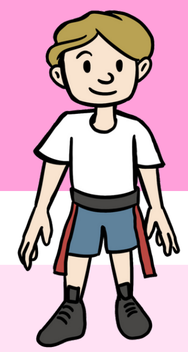
- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school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

## Progression of Skills Ladder



| | Strokes | Breathing | Water Safety |
|---|---|---|---|
| Year 6 | Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m. | Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. | Can select and apply the appropriate survival technique for the situation. |
| Year 5 | Demonstrate increased technique in a range of stokes, swimming over a distance of 25m. | Explore underwater breaststroke breathing technique over a distance of 25m. | Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.LP and huddle positions. |
| Year 4 | Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. | Demonstrate improved breathing technique in front crawl. | Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. |

# Knowledge Organiser: Tag Rugby Year 5 and Year 6



## Links to the PE National Curriculum

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

## Key Rules

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**
Defence · Receiver · Possession · Attack · Opponent · Onside · Offside · Support

**Year 6**
Formation · Dictate · Pressure · Turnover · Shut down

## Key Skills: Physical

- Throwing
- Catching
- Running
- Dodging
- Scoring

## Key Skills: S.E.T

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

**Key principles of invasion games**

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

## Teacher Glossary

**Interception**: When a player takes possession of the ball away from the opposition as the ball is passed
**Possession**: When a team has the ball they are in possession
**Marking**: When a player defends an opponent
**Try line**: The line behind which a player must place the ball in order to score a try
**Formation:** The positioin in which a team stands
**Shut down**: When a defending player shuts down or limits the space or movement of the attacker
**Try:** The unit of scoring in tag rugby
**Tag:** When a player pulls the tag of the opposition who is in possession of the ball

# Where this unit sits

## Assessment Criteria

### Year 4

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

### Year 5

- I can communicate with my team and move into space to keep possession and score.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can pass and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

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

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

### Other units that progress into this activity are:

**Games**
**Ball Skills**
**Fundamentals**
**Invasion Games**
**Sending and Receiving**

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

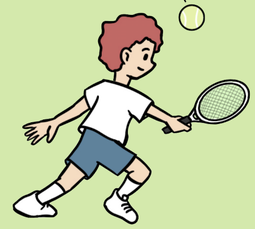
# Knowledge Organiser: Tennis Y5

## Links to the PE National Curriculum

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

## 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:

### Encourage pupils to use this language in your lessons.

Ready position • Return • Serve • Outwit • Control • Opponent • Forehand • Backhand • Volley • Cooperatively • Continuously

## Key Skills: Physical

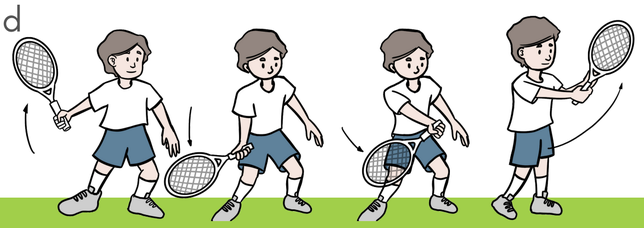
- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

## Key Skills: S.E.T

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

### Key principles of net and wall games

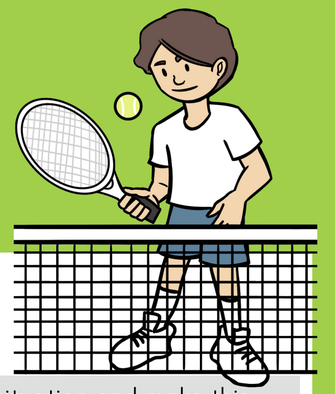
| Attacking | Defending |
|---|---|
| Score points | Limit points |
| Create space | Deny space |
| Placement of an object | Consistently return an object |



## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.
**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.
**Volley:** When a player hits the ball before it bounces on the floor.
**Ace:** A serve that is a winner without the receiving player able to return the ball.
**Baseline:** The line indicating the back of the court.
**Service line**: The line that the ball must bounce before when serving.
**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 4

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

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

## Progression of Skills Ladder

| | Shots | Serving | Rallying | Footwork |
|---|---|---|---|---|
| Year 6 | Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. | Serve accurately and consistently. Beginning to apply tactics to their serve. | Successfully apply a variety of shots to keep a continuous rally. | Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse. |
| Year 5 | Develop the range of shots used in the games they play. | Develop their range of serving techniques appropriate to the game they are playing. | Use a variety of shots to keep a continuous rally. | Demonstrate effective footwork patterns to move around the court. |
| Year 4 | Demonstrate increased technique when using shots both cooperatively and competitively. | Develop technique in serving underarm with increased consistency. | Develop rallying using both forehand and backhand with increased technique. | Begin to use appropriate footwork patterns to move around the court. |

**Other units that progress into this activity are:**

**Games**

**Net and Wall Games**

**Ball Skills**

**Fundamentals**

**Sending and Receiving**

# Knowledge Organiser: Tennis Y6

## Links to the PE National Curriculum

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

### Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve
- Split step

### Key Skills: S.E.T

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

### Key principles of net and wall games

| Attacking | Defending |
|---|---|
| Score points | Limit points |
| Create space | Deny space |
| Placement of an object | Consistently return an object |

## How to win a point

**A player wins a point when :**

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

## Key Vocabulary:

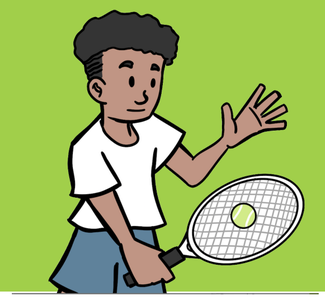
### Encourage pupils to use this language in your lessons.

Ready position • Return • Serve • Outwit • Control • Opponent • Forehand • Backhand • Volley • Cooperatively • Continuously

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.
**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.
**Volley:** When a player hits the ball before it bounces on the floor.
**Split step:** The step used to move to the ball from the ready position.
**Ace:** A serve that is a winner without the receiving player able to return the ball.
**Baseline:** The line indicating the back of the court.
**Service line:** The line that the ball must bounce before when serving.
**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

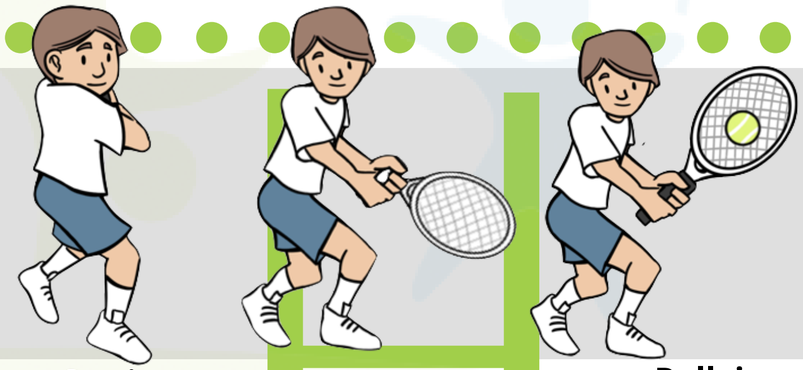
### Year 6

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

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder



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

**Other units that progress into this activity are:**

**Games**

**Net and Wall Games**

**Ball Skills**

**Fundamentals**

**Sending and Receiving**

# Knowledge Organiser: Volleyball Year 5 and Year 6

## Links to the PE National Curriculum

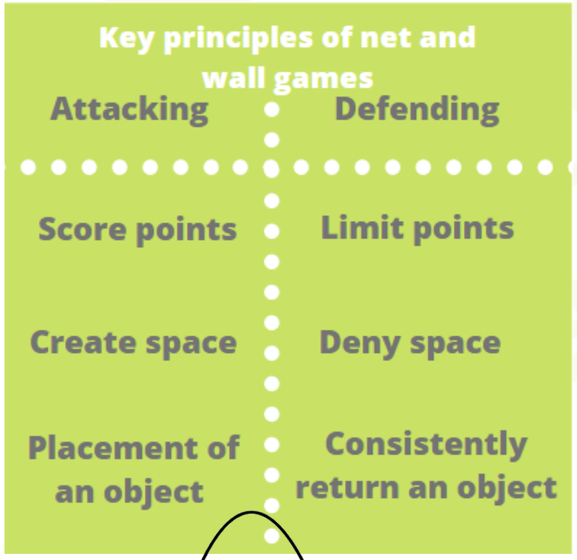
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and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

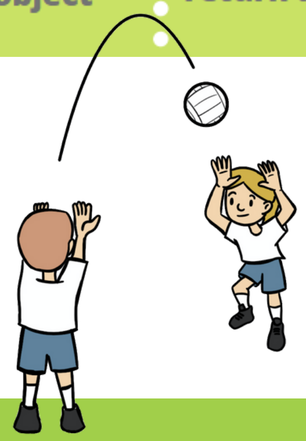
## Key Skills: Physical

- Ready position
- Serve
- Volley
- Set
- Dig

## Key Skills: S.E.T

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



## A rally is won when:

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

## Rotation and scoring:

:

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

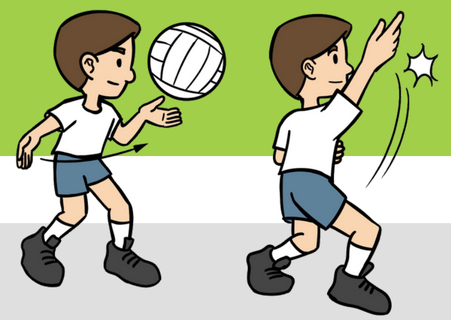
**Year 5**
- Control
- Serve
- Ready position
- Return
- Dig
- Volley
- Set

**Year 6**
- Cooperatively
- Consistently
- Deep
- Defensive
- Attack
- Opponent

## Teacher Glossary

**Attack:** The offensive action of hitting the ball.
**Baseline:** The line indicating the back of the court.
**Deep:** Refers to sending the ball away from the net, toward the baseline of the opponent's court.
**Serve:** An action to put the ball into play.
**Ready position:** The stance a player takes to get ready to move. Feet shoulder width apart, knees bent.
**Dig:** A defensive move used to keep the ball from hitting the floor after an opponent makes a hard downward hit.
**Volley:** A return of the ball before it touches the ground.
**Set:** An overhead contact of the ball, usually the second contact in a rally.

# Where this unit sits



## Assessment Criteria

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

**Year 4**

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can use the rules to referee a game.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

**Year 5**

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

**Year 6**

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

**KS3 PE NC Subject Content**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

**Games**

**Net and Wall Games**

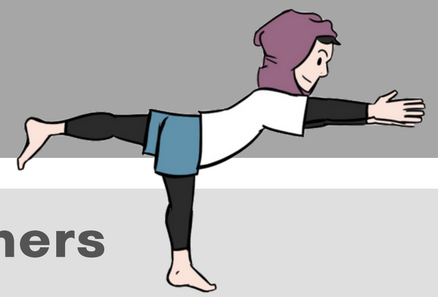
**Ball Skills**

**Fundamentals**

**Sending and Receiving**

| | Shots | Serving | Rallying | Footwork |
|---|---|---|---|---|
| Year 6 | Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. | Serve accurately and consistently. Beginning to apply tactics to their serve. | Successfully apply a variety of shots to keep a continuous rally. | Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse. |
| Year 5 | Develop the range of shots used in the games they play. | Develop their range of serving techniques appropriate to the game they are playing. | Use a variety of shots to keep a continuous rally. | Demonstrate effective footwork patterns to move around the court. |
| Year 4 | Demonstrate increased technique when using shots both cooperatively and competitively. | Develop technique in serving underarm with increased consistency. | Develop rallying using both forehand and backhand with increased technique. | Begin to use appropriate footwork patterns to move around the court. |

# Knowledge Organiser: Yoga Year 5 and Year 6



## Links to the PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- 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

- Balance
- Strength
- Flexibility
- Coordination

## Key Skills: S.E.T

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

## Key Vocabulary:

**Encourage pupils to use this language in your lessons.**
***Year 6 would use Year 5 and Year 6 vocabulary**

**Year 5**

- Quality
- Notice
- Calm
- Develop
- High lunge
- Fluidity

**Year 6**

- Salutation
- Transition
- Practice
- Collaboratively
- Connected
- Aware

## Teacher Glossary

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.
**Asana:** Refers to physical poses and postures.
**Pranayama:** Refers to breathing techniques. Prana is our life force, our breath.
**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.

# Where this unit sits

## Assessment Criteria

### Year 4

- I can describe how yoga makes me feel and can talk about the benefits of yoga.
- I can link poses together to create a yoga flow.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can transition from pose to pose in time with my breath.
- I can work collaboratively and effectively with others.
- I demonstrate yoga poses which show clear shapes.
- I show increasing control and balance when moving from one pose to another.

### Year 5

- I am confident to lead others through poses and flows.
- I can create a yoga flow working safely with a partner.
- I can identify how different activities can benefit my physical health.
- I can move with control from one pose to another demonstrating good balance.
- I can provide feedback to others using key terminology.
- I can use feedback provided to improve my work.
- I can use my breath to move from pose to pose.
- I show strength and flexibility whilst holding yoga poses.

### Year 6

- I am confident to lead others, demonstrating poses and teaching them my flow.
- I can use feedback provided to improve the quality of my work.
- I can use my breath to transition from one pose to another with control.
- I can use yoga poses to improve my flexibility, strength and balance.
- I choose poses which link easily from one to the other to help my sequence flow.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

### KS3 PE NC Subject Content

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

## Progression of Skills Ladder

| | Balance | Flexibility | Strength | Mindfulness |
|---|---|---|---|---|
| Year 6 | Link combinations of poses for balance with increased control in transition. | Confidently transition from one pose to another showing extension connected to their breath. | Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses. | Explore methods they can use to control how they feel with some success. |
| Year 5 | Use their breath to maintain balance within a pose. | Develop flexibility by connecting their movement with their breath. | Demonstrate increased control and strength when in and transitioning between poses. | Understand that there are methods they can use to control how they feel. |
| Year 4 | Explore using their breath to maintain balance within a pose. | Demonstrate increased extension in their poses. | Demonstrate increased control and strength when in a pose. | Can engage with mindfulness activities with increased focus. |

**Other units that progress into this activity are:**

**Fundamentals**

**Gymnastics**