



Links to the PE National Curriculum

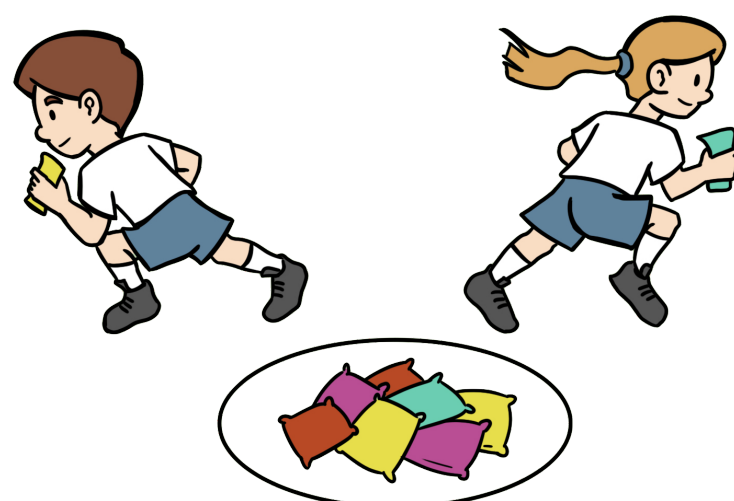
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

Key Skills: Physical

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

Key Skills: S.E.T

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



Official Athletic Events

Running

Sprinting

100m, 200m, 400m

Hurdles

Relay

Middle distance

800m, 1500m

Long distance

5,000, 10,000

Steeplechase

Jumping

Long jump

Jump for distance

Triple jump

Jump for distance

High jump

Jump for height

Pole vault

Jump for height

Throwing

Discus

Fling throw

Shot

Push throw

Hammer

Fling throw

Javelin

Pull throw

Key Vocabulary:

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

Teacher Glossary

Jump: take off and land on two feet

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

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

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I am able to throw towards a target.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing overarm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

- I show balance and co-ordination when running at different speeds.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I can identify good technique.
- I can describe how my body feels during exercise.
- I try my best.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills

Fundamentals

Games

Running
Develop the sprinting action.

Jumping
Develop jumping, hopping and skipping actions.

Year 2

Jumping
Explore safely jumping for distance and height.

Throwing
Develop overarm throwing for distance.

Running
Explore running at different speeds.

Jumping
Develop balance whilst jumping and landing.

Year 1

Jumping
Explore hopping, jumping and leaping for distance.

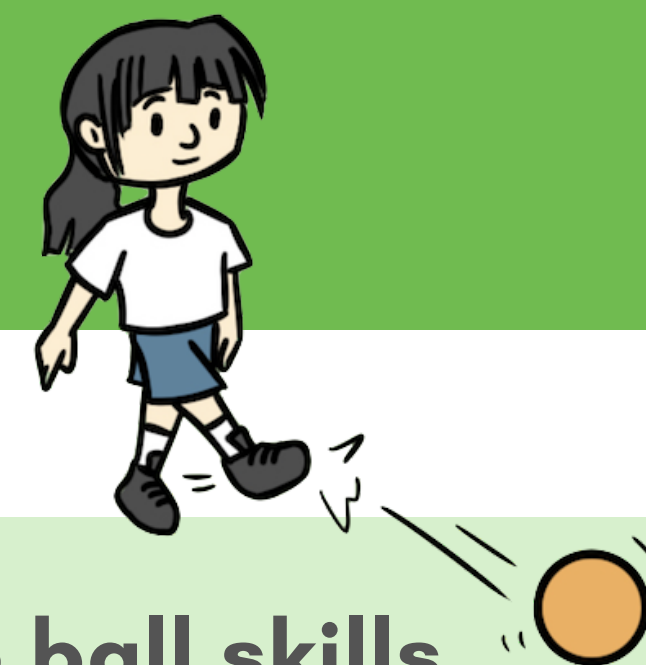
Throwing
Explore throwing for distance and accuracy.

Running
Explore running and stopping.
Explore running on the balls of their feet.

EYFS

Jumping
Explore jumping and hopping safely.

Throwing
Explore throwing to a target.



Links to the PE National Curriculum

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

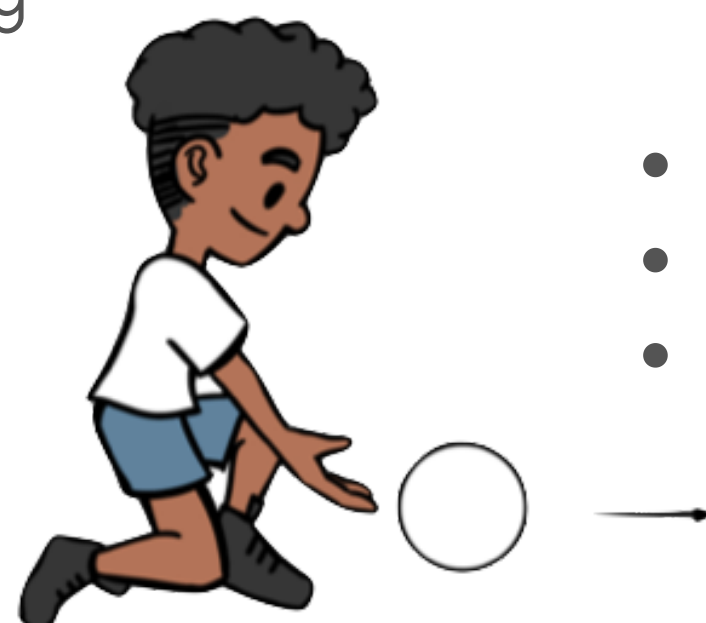
Examples of games that use ball skills

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

Key Vocabulary:

Key Skills: Physical

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



Key Skills: S.E.T

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

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

Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.

Where this unit sits



Assessment Criteria

Reception

- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.
- I persevere when trying new challenges.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play ball games with consideration of the rules.

Year 1

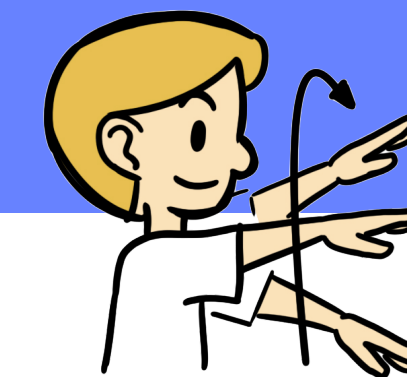
- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Progression of Skills Ladder

| | | | | |
|---|---|---------------|---|---|
| Sending Roll, throw and kick a ball to hit a target. | Catching <ul style="list-style-type: none"> • Develop catching a range of objects with two hands. • Catch with and without a bounce. | Year 2 | Tracking Consistently track and collect a ball being sent directly. | Dribbling Dribble a ball with hands and feet with some control. |
| Sending Roll and throw with some accuracy towards a target. | Catching <ul style="list-style-type: none"> • Begin to catch with two hands. • Catch after a bounce. | Year 1 | Tracking Track a ball being sent directly. | Dribbling Begin to dribble with hands and feet. |
| Sending Explore sending an object with hands and feet. | Catching Explore catching using a variety of larger balls and beanbags. | EYFS | Tracking Explore stopping a ball with hands and feet. | Dribbling Explore bouncing and catching. |

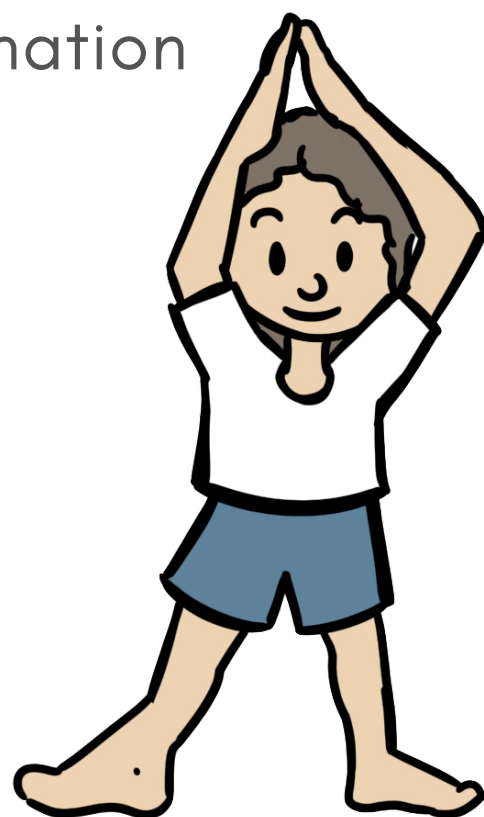


Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

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

Performance Ideas

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

Performing, some good ideas:

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

Key Vocabulary:

• counts • action • travel • pose

move • direction • forwards • backwards

• speed • fast • slow • level • shape

Teacher Glossary

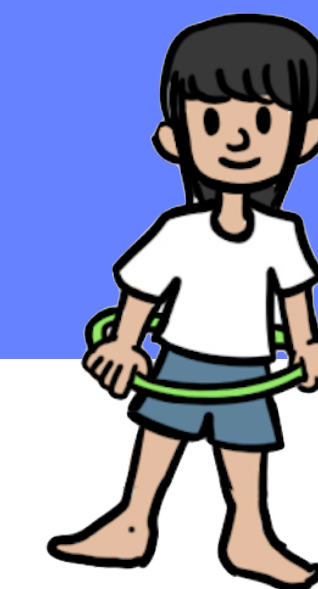
Counts: A performer uses counts to stay in time with the music and / or other performers.

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

Level: High, medium and low.

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

Where this unit sits



Assessment Criteria

Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements, selecting actions in response to the task.
- I show respect towards others when providing feedback.

Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Progression of Skills Ladder

| Actions Accurately remember, repeat and link actions to express an idea. | Dynamics Develop an understanding of dynamics. | | Space Develop the use of pathways and travelling actions to include levels. | Relationships Explore working with a partner using unison, matching and mirroring. | Performance Develop the use of facial expressions in their performance. |
|---|--|---------------|---|--|---|
| Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. | Dynamics Explore varying speeds to represent an idea. | Year 1 | Space Explore pathways within their performances. | Relationships Begin to explore actions and pathways with a partner. | Performance Begin to use counts within their performance. |
| Actions Explore how their body moves. Copy basic body actions and rhythms. | Dynamics Explore actions in response to music and an idea. | EYFS | Space Explore pathways and the space around them and in relation to others. | | Performance Are given opportunities to perform in front of others. |

Knowledge Organiser: Fitness Year 1

Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

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

Key Questions...

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

Key Vocabulary:

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

Teacher Glossary

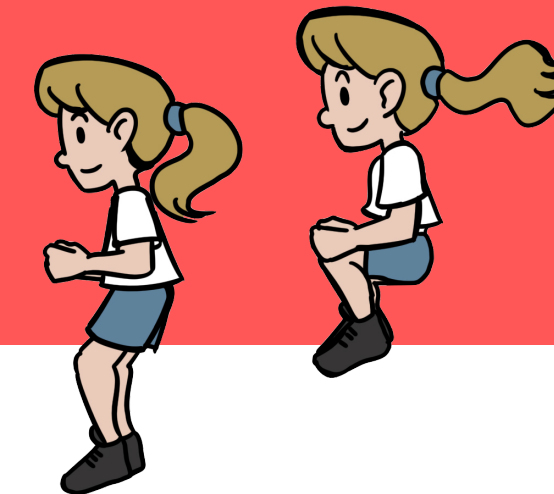
Squat: Begin with feet shoulder width apart, sit back into your heels and stand again.

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

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

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

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I can recognise changes in my body when I do exercise.
- I can share my ideas with other people in the class.
- I can talk about what exercise does to my body.
- I recognise how exercise makes me feel.
- I try my best in the challenges I am set.
- I understand why it is important to warm up.

Year 2

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics Fundamentals

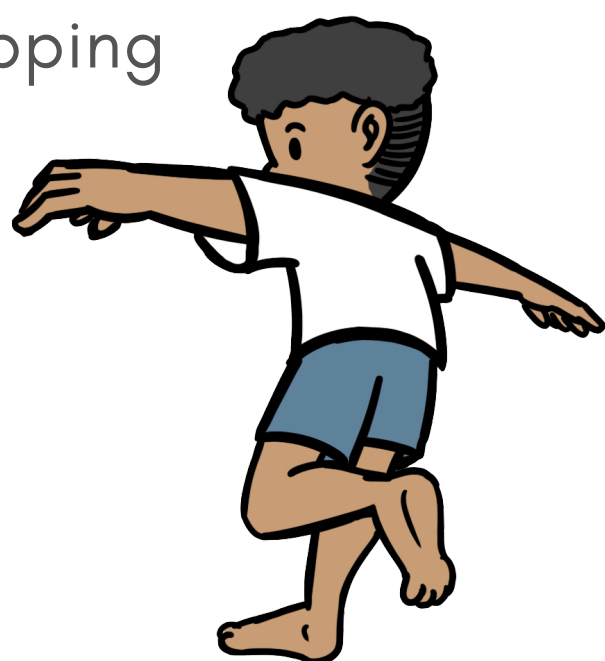
| Year 2 | | | Year 1 | | | EYFS | | |
|---|---|--|--|--|--|--|---|---|
| Agility Demonstrate improved technique when changing direction on the move. | Balance Demonstrate increased balance whilst travelling along and over equipment. | Co-ordination Perform actions with increased control when co-ordinating their body with and without equipment. | Speed Can demonstrate running at different speeds. | Strength Demonstrate increased control in body weight exercises. | Stamina Show an ability to work for longer periods of time. | Agility Change direction whilst running. | Balance Explore balancing in more challenging activities with some success. | Co-ordination Explore co-ordination through the use of equipment. |
| | | | Speed Explore running at different speeds. | Strength Explore exercises using their own body weight. | Stamina Explore moving for longer periods of time and identify how it makes them feel. | Agility Explore changing direction safely. | Balance Explore balancing whilst stationary and on the move. | Co-ordination Explore moving different body parts together. |

Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

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

What are fundamental skills?

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

Key Vocabulary:

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

Teacher Glossary

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

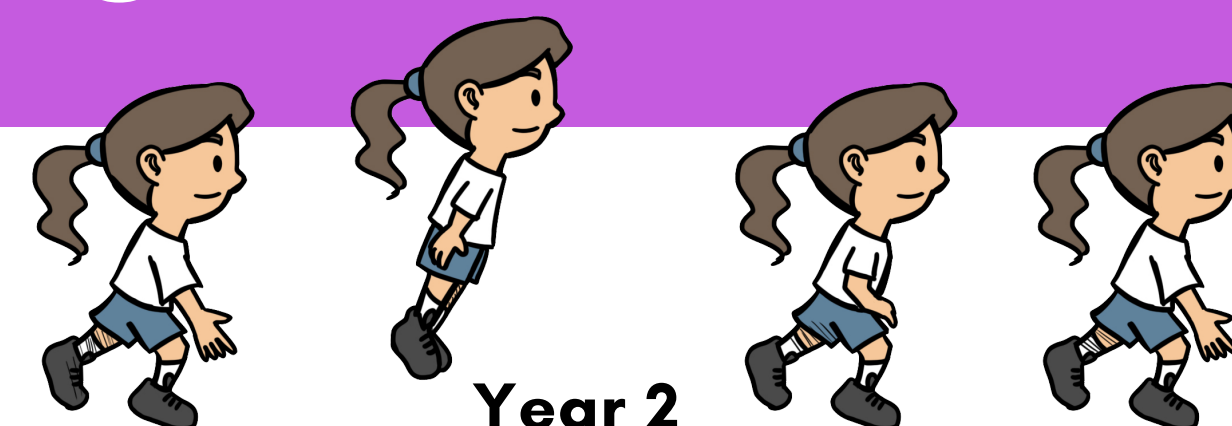
Jump: Take off and land on two feet.

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

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

Where this unit sits

Assessment Criteria



Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I use movement skills with developing balance and co-ordination.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Year 1

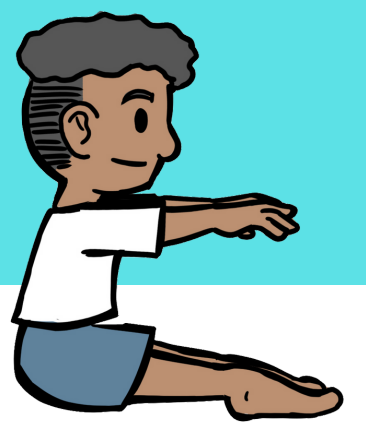
- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

Progression of Skills Ladder

| Running | Balance | Year 2 | Jumping | Hopping | Skipping |
|---|--|--------|---|---|--|
| <ul style="list-style-type: none"> • Demonstrate balance when changing direction. • Clearly show different speeds when running. | Demonstrate balance when performing movements. | | Demonstrate jumping for distance, height and in different directions. | Demonstrate hopping for distance, height and in different directions. | Explore single and double bounce when jumping in a rope. |
| Running | Balance | Year 1 | Jumping | Hopping | Skipping |
| <ul style="list-style-type: none"> • Explore changing direction and dodging. • Discover how the body moves at different speeds. | <ul style="list-style-type: none"> • Move with some control and balance. • Explore stability and landing safely. | | Demonstrate control in take off and landing when jumping. | Begin to explore hopping in different directions. | <ul style="list-style-type: none"> • Show co-ordination when turning a rope. • Use rhythm to jump continuously in a French rope. |
| Running | Balance | EYFS | Jumping | Hopping | Skipping |
| <ul style="list-style-type: none"> • Explore running and stopping. • Explore changing direction safely. | Explore balancing whilst stationary and on the move. | | Begin to explore take off and landing safely. | Explore hopping on both feet. | Explore skipping as a travelling action. |



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

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

Key Skills: S.E.T

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



Ways to improve a sequence

Starting and finishing position: Include a starting and finishing position.

Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?

Action: Include a variety of actions such as a jump, balance, travel, shape.

Balance: Hold your balances with good extension and clear shapes for 3 – 5 seconds.

Body tension: Squeeze your muscles to create and hold strong clear shapes.

Direction: Vary the direction used within a sequence e.g. forwards, backwards, sideways.

Speed: Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

- | | | | |
|-------------|----------|-----------|---------|
| • action | • travel | • balance | • jump |
| • direction | • roll | • point | • shape |
| • speed | • fast | • slow | • level |

Teacher Glossary

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

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

Level: High, medium and low.

Sequence: A number of actions linked together.

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

Where this unit sits



Assessment Criteria

Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Progression of Skills Ladder

| Shapes | Balances | | Rolls | Jumps |
|---|--|---------------|---|--|
| Explore using shapes in different gymnastic balances. | Remember, repeat and link combinations of gymnastic balances. | Year 2 | Explore barrel, straight and forward roll and put into sequence work. | Explore shape jumps and take off combinations. |
| Shapes | Balances | | Rolls | Jumps |
| Explore basic and still shapes straight, tuck, straddle, pike. | Perform balances making their body tense, stretched and curled. | Year 1 | Explore barrel, straight and forward roll progressions. | Explore shape jumps including jumping off low apparatus. |
| Shapes | Balances | | Rolls | Jumps |
| Show contrast with their bodies including wide/narrow, straight/curved. | Explore shapes in stillness using different parts of their bodies. | EYFS | Explore rocking and rolling. | Explore jumping safely. |

Knowledge Organiser: Invasion Games Year 1

Links to the PE National Curriculum

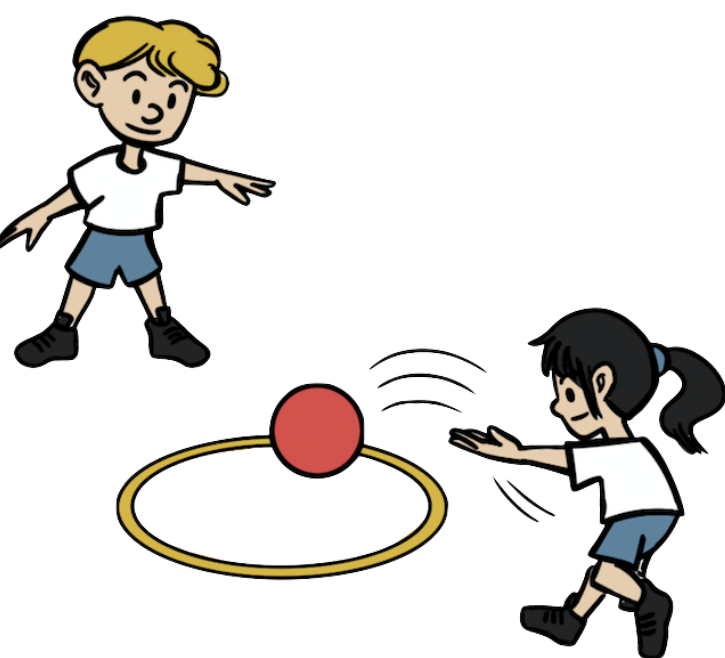
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

Key Skills: Physical

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

Key Skills: S.E.T

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



Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Vocabulary:

Year 1

• safely • defender • dribbling • pass
• attacker • space • points • score • team

Key principles of invasion games

Attacking

Score goals

Create space

Maintain possession

Move the ball towards goal

Defending

Stop goals

Deny space

Gain possession

Teacher Glossary

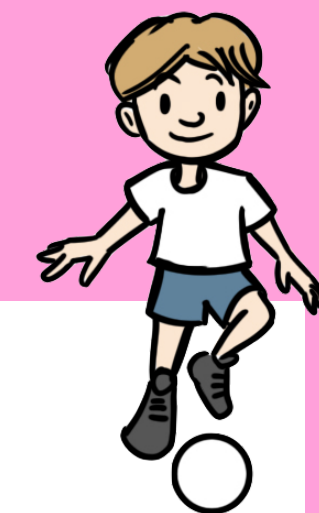
Interception: Catching a pass made by an opposing player

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

Marking: When a player defends an opponent

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

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Year 2

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

Sending & receiving

Developing S&R with increased control.

Dribbling

Explore dribbling with hands and feet with increasing control on the move.

Year 2

Attacking

Developing moving into space away from defenders.

Defending

Explore staying close to other players to try and stop them getting the ball.

Space

Explore moving with a ball towards goal.

Sending & receiving

Explore S&R with hands and feet to a partner.

Dribbling

Explore dribbling with hands and feet.

Year 1

Attacking

Explore changing direction to move away from a partner.

Defending

Explore tracking and move to stay with a partner.

Space

Recognise good space when playing games.

Sending & receiving

Explore S&R with hands and feet using a variety of equipment.

Dribbling

Explore dropping and catching with two hands and moving a ball with their feet.

EYFS

Attacking & defending

Explore changing direction and tagging games.

Space

Recognise their own space.

Knowledge Organiser: Net and Wall Games Year 1

Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

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

Examples of Net and Wall Games

Tennis

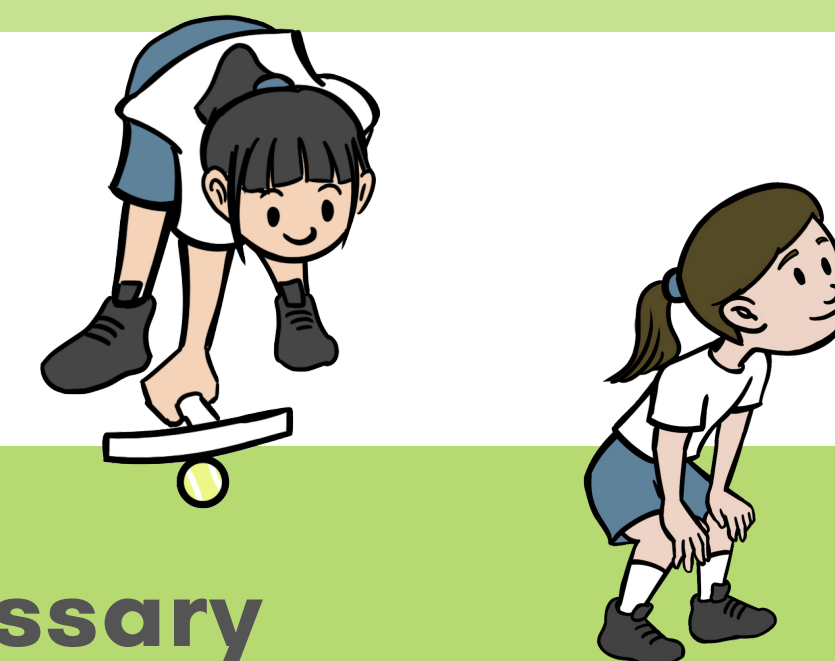
Badminton

Volleyball

Key Vocabulary:

Year 1

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



Teacher Glossary

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

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

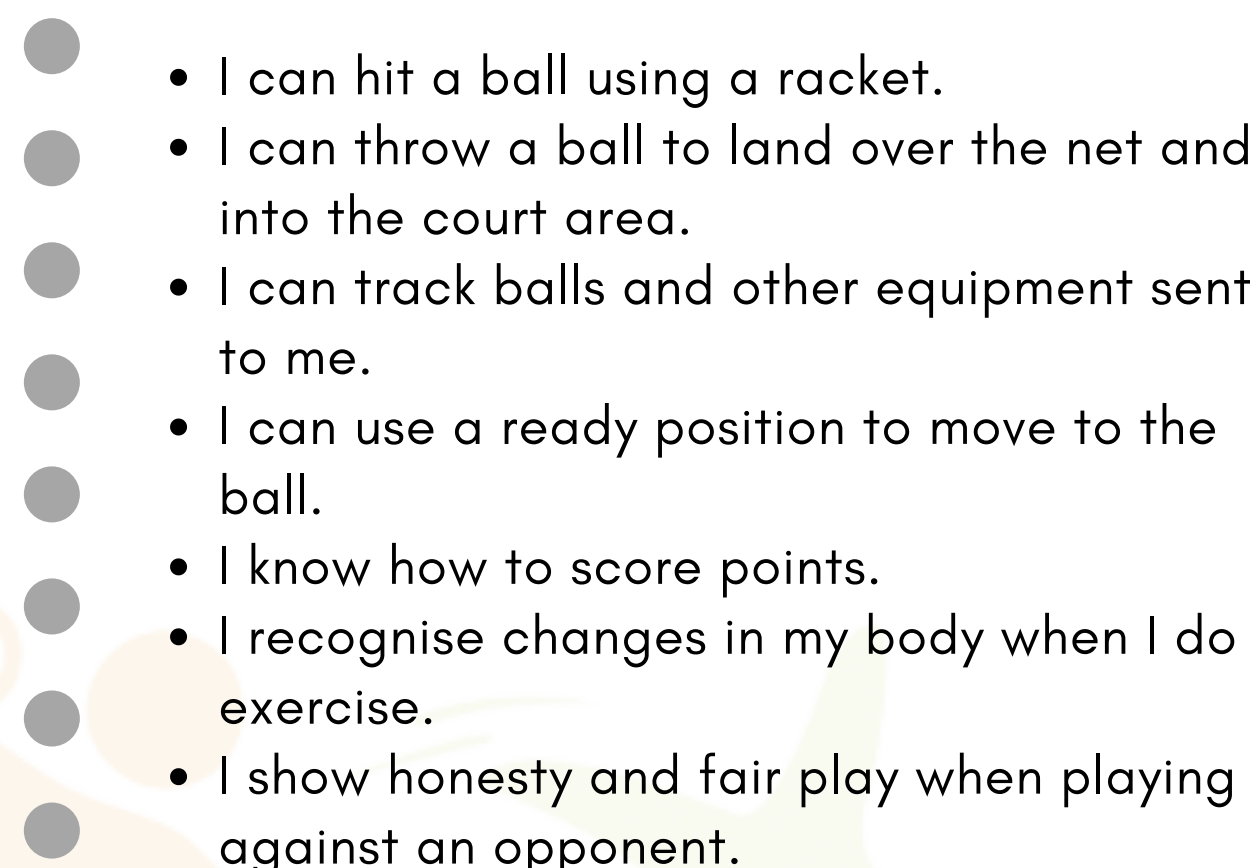


Assessment Criteria

Year 1

Year 2

Assessment criteria for EYFS units.

- 
- I can hit a ball using a racket.
 - I can throw a ball to land over the net and into the court area.
 - I can track balls and other equipment sent to me.
 - I can use a ready position to move to the ball.
 - I know how to score points.
 - I recognise changes in my body when I do exercise.
 - I show honesty and fair play when playing against an opponent.

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Progression of Skills Ladder

Other activities that progress into this unit are:

Games

Ball Skills

Fundamentals

Sending and Receiving

Hitting

Develop hitting a dropped ball over a net.

Feeding

Accurately
underarm throw
over a net to a
partner.

Year 2

Rallying

Explore underarm rallying with a partner catching after one bounce.

Footwork

Consistently use
the ready position
to move
towards a ball.

Hitting

Explore hitting a dropped ball with a racket.

Feeding

Throw a ball over a net to land into the court area.

Year 1

Rallying

Explore underarm rallying with a partner.

Footwork

Use the ready position to move towards a ball.

Hitting

Explore hitting a ball with their hands.

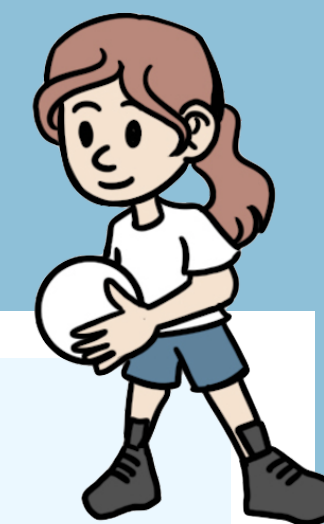
Feeding and Rallying

Explore sending a ball to a partner.

EYFS

Footwork

Explore changing direction,
running and stopping.



Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

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

Examples of games that use sending and receiving skills

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

Key Vocabulary:

aim throw roll kick
catch safely racket

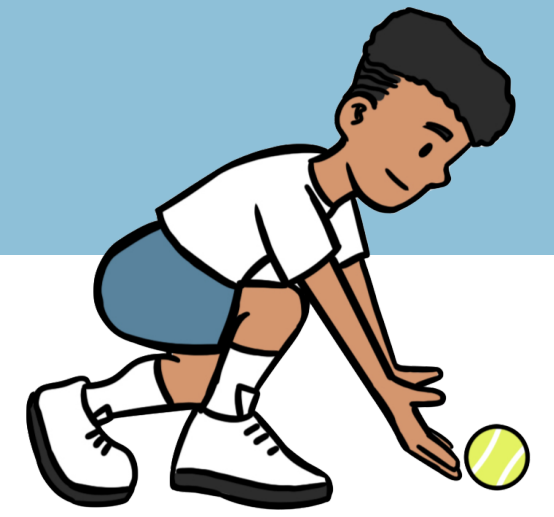
Teacher Glossary

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

Send: To pass to someone using either your hands, feet or an object.

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

Where this unit sits



Assessment Criteria

EYFS

Assessment criteria for EYFS units.

Year 1

- I am beginning to send and receive a ball with my feet.
- I can catch a ball with some success.
- I can recognise changes in my body when I do exercise.
- I can roll a ball towards a target.
- I can throw a ball to a partner.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately throw and kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can track a ball and stop it using my hands and feet.
- I can work co-operatively with a partner and a small group.
- I can work safely to send a ball towards a partner using a piece of equipment.

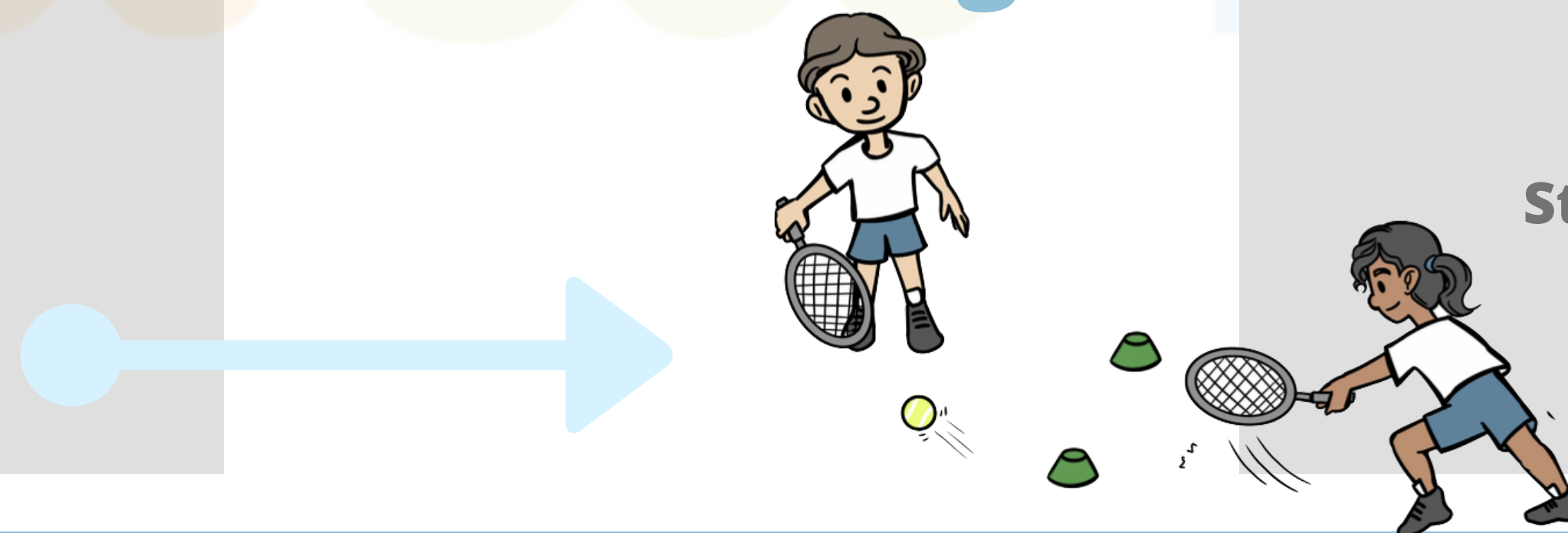
Units that progress into this activity:

Ball Skills

Sending and Receiving

Activities that this unit progresses into:

**Target Games
Net and Wall
Striking and Fielding
Invasion**



Links to the PE National Curriculum

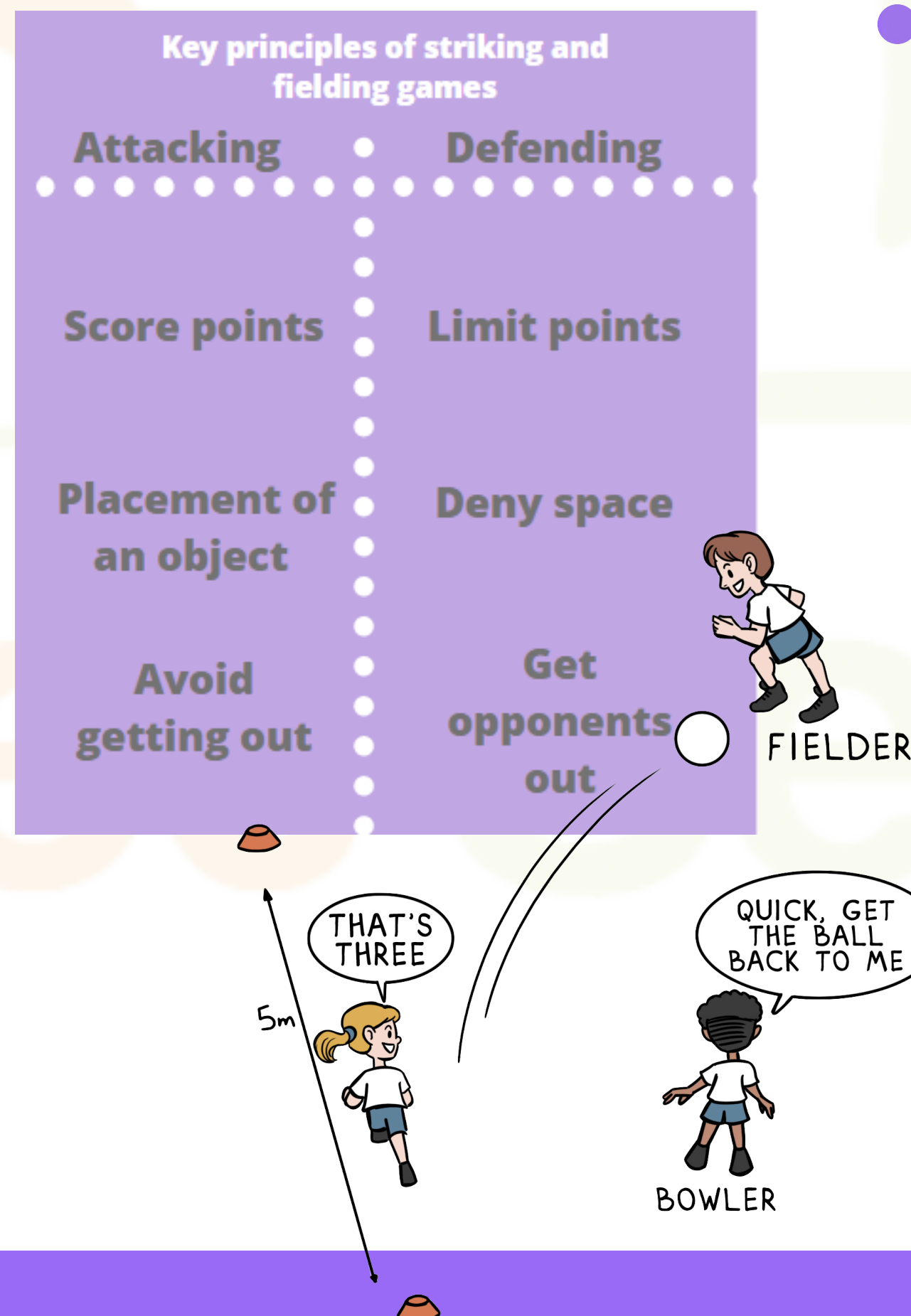
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

Key Skills: Physical

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

Key Skills: S.E.T

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



Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

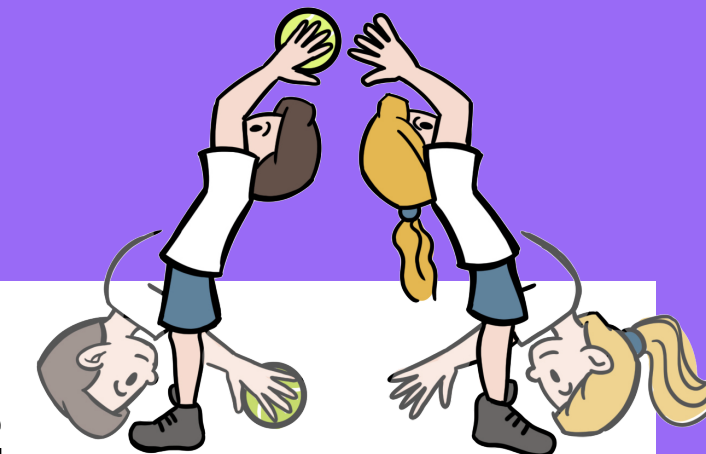
Key Vocabulary:

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

Teacher Glossary

- Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.
- Batter:** A player on the batting team.
- Runs:** The unit of scoring.
- Bowler:** The player who starts the game by bowling to the batter.
- Track:** When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.

Where this unit sits



EYFS

Assessment Criteria

Year 1

Year 2

Assessment criteria for EYFS units.

- I can catch a beanbag and a medium-sized ball.
- I can roll a ball towards a target.
- I can strike a ball using my hand.
- I can track a ball that is coming towards me.
- I know how to score points.
- I understand the rules and I am beginning to use these to play honestly and fairly.
- I understand when I am successful.

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

Striking

Develop striking a ball with their hand and equipment with some consistency.

Fielding

Understand that there are different roles within a fielding team.

Year 2

Throwing

Develop coordination and technique when throwing over and underarm.

Catching

Catch with two hands with some coordination and technique.

Striking

Explore striking a ball with their hand and equipment.

Fielding

Develop tracking and retrieving a ball for their team.

Year 1

Throwing

Explore technique when throwing over and underarm.

Catching

Develop coordination and technique when catching.

Striking

Explore sending a ball to a partner.

Fielding

Explore tracking and stopping a rolling ball.

EYFS

Throwing and Catching

Explore rolling, throwing and catching using a variety of equipment.

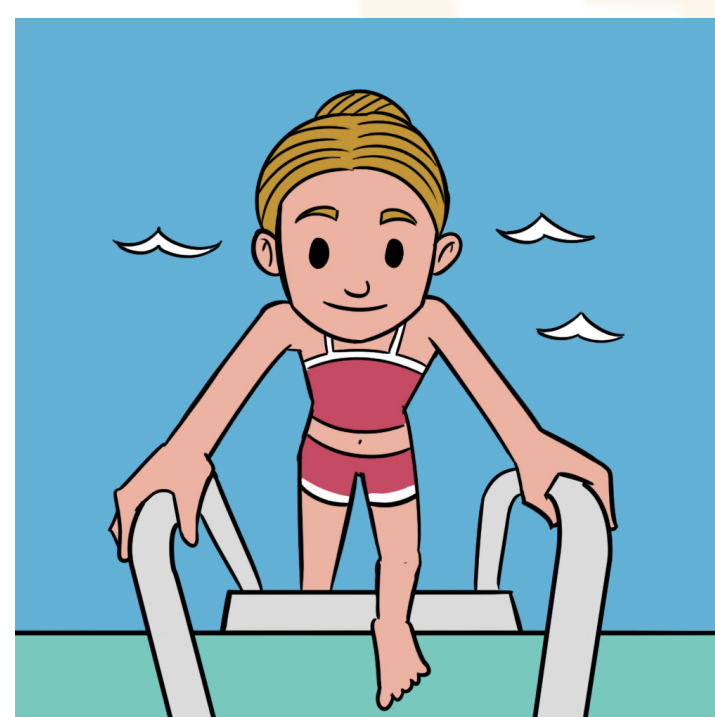
Links to the PE National Curriculum

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

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

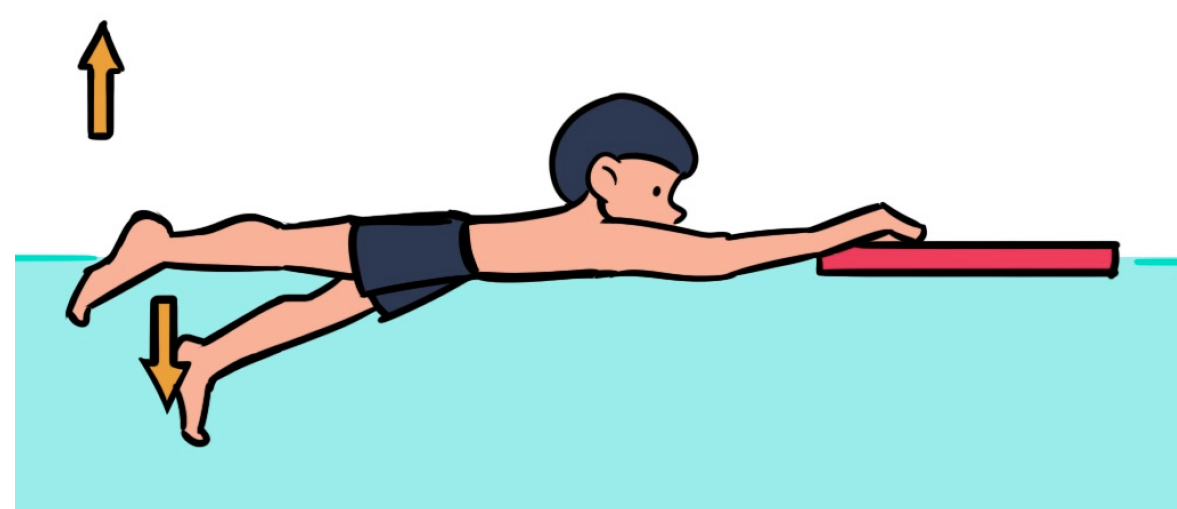
Key Skills: Physical

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



Key Skills: S.E.T

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



Top Tips for Teachers

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

Key Vocabulary:

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

Teacher Glossary

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

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

Where this unit sits

Assessment Criteria

Year 1

- I can explain a pool rule that helps me to stay safe.
- I can float on my front and back.
- I can move and submerge confidently in the water.
- I can swim over a distance of 10m with a buoyancy aid.
- I know and can demonstrate what to do if I fall into water.

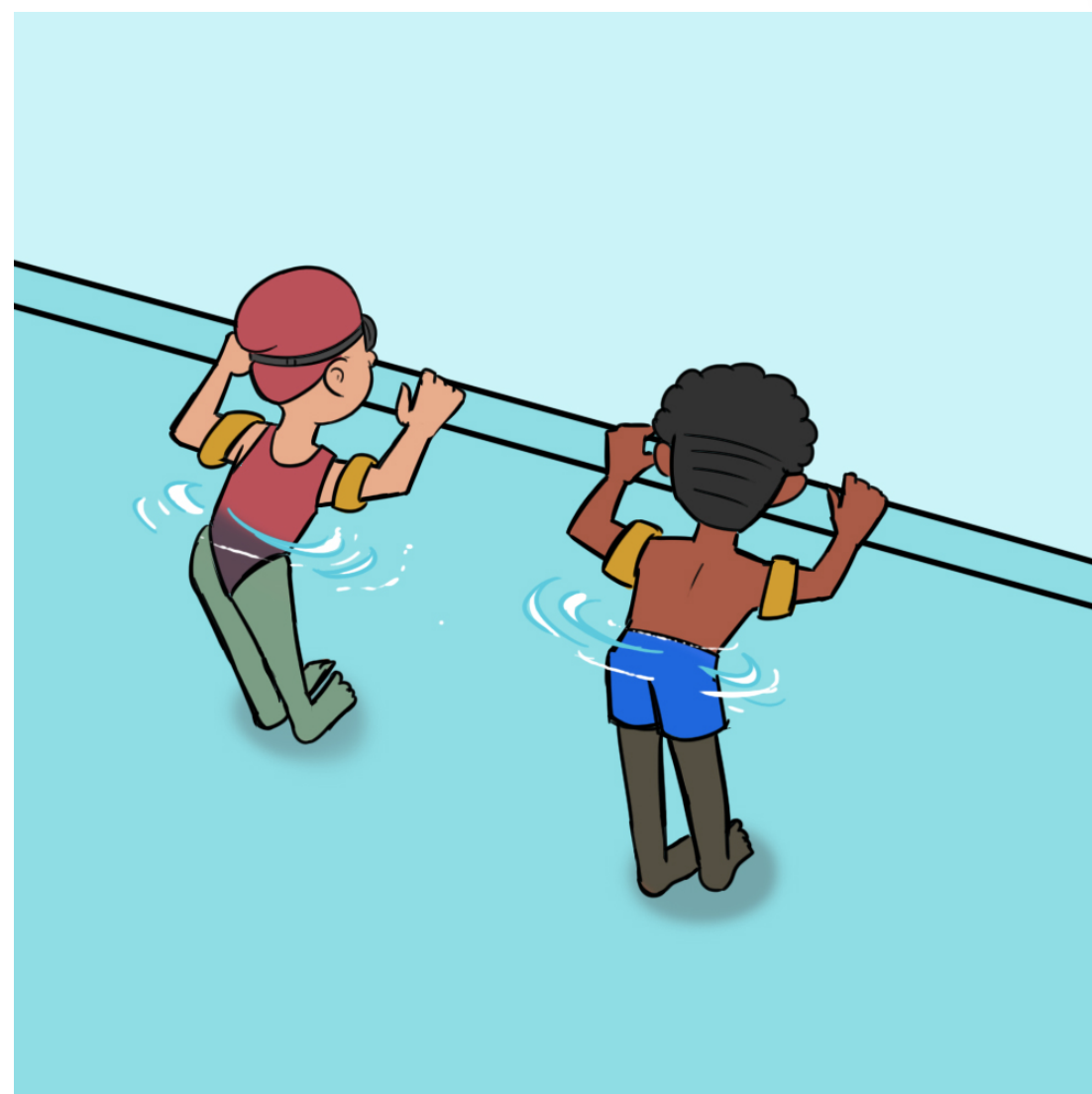
Year 2

- I can begin to use arms and legs together to move effectively across the water.
- I can demonstrate what to do if I fall into water.
- I can float on my front and back.
- I can glide on both front and back.
- I can roll from my front to my back and then regain a standing position.
- I can swim over a distance of 10m unaided.
- I know several pool rules and can explain how they help me to stay safe.

Year 3

- 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.

Progression of Skills Ladder



Strokes

Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Year
3**

Breathing

Begin to explore front crawl breathing technique.

Water Safety

Explore techniques for personal survival to include survival strokes such as sculling and treading water.

Strokes

Begin to use arms and legs together, more effectively across the water unaided.

**Year
2**

Breathing

Begin to explore breathing in sync with their kicking action.

Water Safety

Demonstrate an awareness of water safety and float on their front and on their back.

Strokes

Can swim over a 10m distance with a buoyancy aid.

**Year
1**

Breathing

Can submerge confidently in the water.

Water Safety

Become aware of water safety and explore floating on their front and back.



Links to the PE National Curriculum

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

Examples of Target Games

| | | |
|------------------------|------------------|----------------|
| Golf | Boccia | Bowls |
| New Age Kurling | Dodgeball | Archery |

Key Vocabulary:

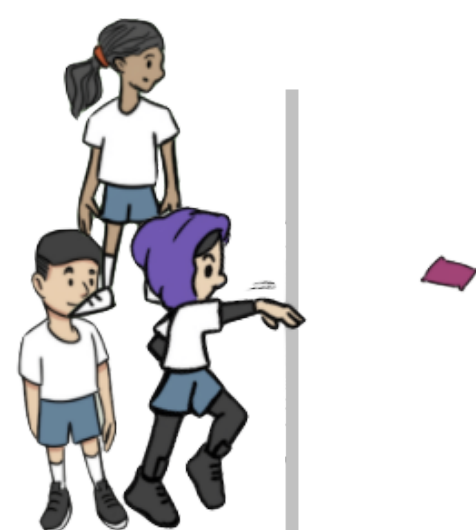
- far • aim • team • throw
- score • send • points • distance
- overarm • underarm • target

Key Skills: Physical

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

Key Skills: S.E.T

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



Teacher Glossary

Agility: The ability to change direction quickly and easily.

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

Target: The object that is being aimed for.

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

Where this unit sits



Assessment Criteria

EYFS

Year 1

Year 2

Assessment criteria for EYFS units.

- I can recognise changes in my body when I do exercise.
- I can use an overarm throw aiming towards a target.
- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can work co-operatively with a partner.
- I understand what good technique looks like.

- I am able to select the appropriate skill for the situation.
- I can throw, roll kick or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

Progression of Skills Ladder

Other units that progress into this activity:

Games
Ball Skills
Sending & Receiving



Throwing Overarm

Develop coordination and technique when throwing overarm at a target.

Throwing Overarm

Explore technique when throwing overarm towards a target.

Throwing

Explore throwing using a variety of equipment.

Catching

Explore catching using a variety of equipment.

Year 2

Year 1

EYFS

Throwing Underarm

Develop coordination and technique when throwing underarm at a target.

Throwing Underarm

Explore technique when throwing underarm towards a target.

Striking

Develop striking a ball with equipment with some consistency.

Striking

Explore striking a ball with their hand and equipment.

Striking

Explore sending a ball to a partner.

Knowledge Organiser: Team Building Y1

Links to the PE National Curriculum

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

Why team building?

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

Top tips for teaching Team Building:

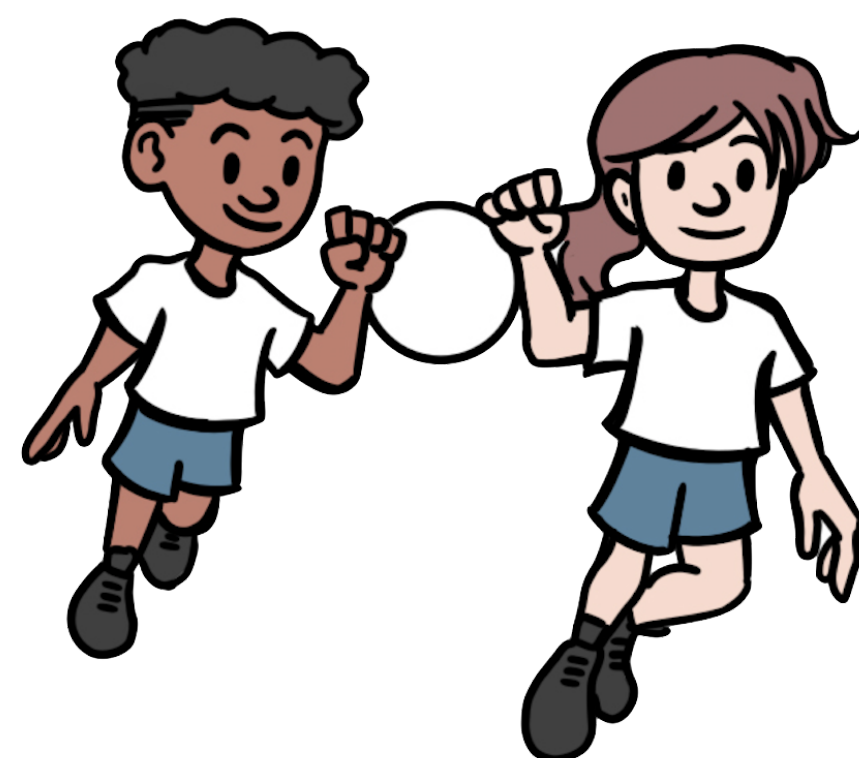
- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive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

Key Skills: Physical

- Balancing
- Travelling actions

Key Skills: S.E.T

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



Key Vocabulary:

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

This unit builds into:

OAA

Outdoor Adventurous Activities

Where this unit sits



Assessment Criteria

EYFS

Year 1

Year 2

Assessment criteria for EYFS units.

- I can communicate simple instructions.
- I can follow instructions.
- I can follow path and lead others.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Progression of Skills Ladder

Other units that progress into this activity are:

Games

Introduction to PE

Problem Solving

Begin to plan, and with some success, apply strategies to overcome a challenge.

Navigational Skills

Understand how to use, follow and create a simple diagram/map.

Year 2

Communication

Work cooperatively with a partner and a small group.

Reflection

Verbalise when they were successful and areas that they could improve.

Problem Solving

Suggest ideas in response to a task.

Navigational Skills

Follow a path and lead others.

Year 1

Communication

Communicate simple instructions and listen to others.

Reflection

Identify when they were successful and make basic observations about how to improve.

Problem Solving

Explore activities in which they make their own decisions in response to a task.

Navigational Skills

Make decisions about where to move in space.

EYFS

Communication

Develop their confidence in expressing themselves.

Reflection

Begin to identify when they were successful.



Links to the PE National Curriculum

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

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

Top Tips for Teachers

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

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

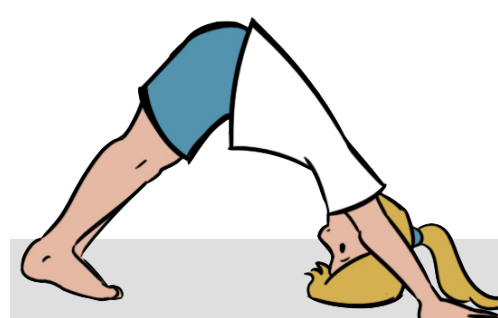


Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

Key Vocabulary:

- | | | |
|----------|-----------|-----------|
| • space | • listen | • copy |
| • pose | • breath | • balance |
| • slowly | • breathe | • stretch |

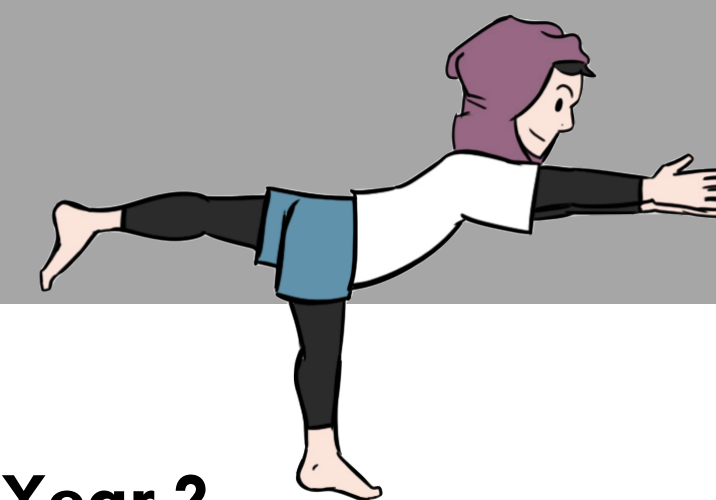


Teacher Glossary

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

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

Where this unit sits



Assessment Criteria

EYFS

Year 1

Year 2

Assessment criteria for EYFS units.

- I can recognise how yoga makes me both feel physically and mentally.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Progression of Skills Ladder

Other units that progress into this activity are:

Fundamentals
Gymnastics

Balance

Remember, copy, and repeat sequences of linked poses.

Flexibility

Show increased awareness of extension in poses.

Year 2

Strength

Demonstrate increased control in performing poses.

Mindfulness

Explore controlling their focus and sense of calm.

Balance

Perform balances and poses making their body tense, stretched and curled.

Flexibility

Explore poses and movements that challenge their flexibility.

Year 1

Strength

Explore strength whilst transitioning from one pose to another.

Mindfulness

Recognise their own feelings in response to a task or activity.

Balance

Explore shapes in stillness using different parts of their bodies.

Flexibility

Explore shapes and actions to stretch their bodies.

EYFS

Strength

Explore taking weight on different body parts.

Mindfulness

Explore their own feelings in response to an activity or task.

Knowledge Organiser: Athletics Y2



Links to the PE National Curriculum

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

Official Athletic Events

Running

Sprinting

100m, 200m, 400m

Hurdles

Relay

Middle distance

800m, 1500m

Long distance

5,000, 10,000

Steeplechase

Jumping

Long jump

Jump for distance

Triple jump

Jump for distance

High jump

Jump for height

Pole vault

Jump for height

Throwing

Discus

Fling throw

Shot

Push throw

Hammer

Fling throw

Javelin

Pull throw

Key Vocabulary:

speed • jog • sprint • pace • balance

direction • take off • landing • swing

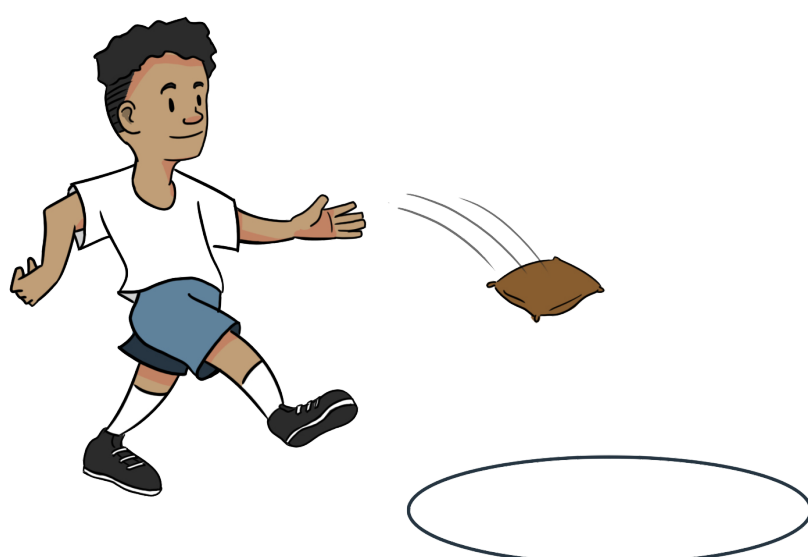
height • distance • overarm • underarm

Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance

Key Skills: S.E.T

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



Teacher Glossary

Pace: the speed at which a performer runs

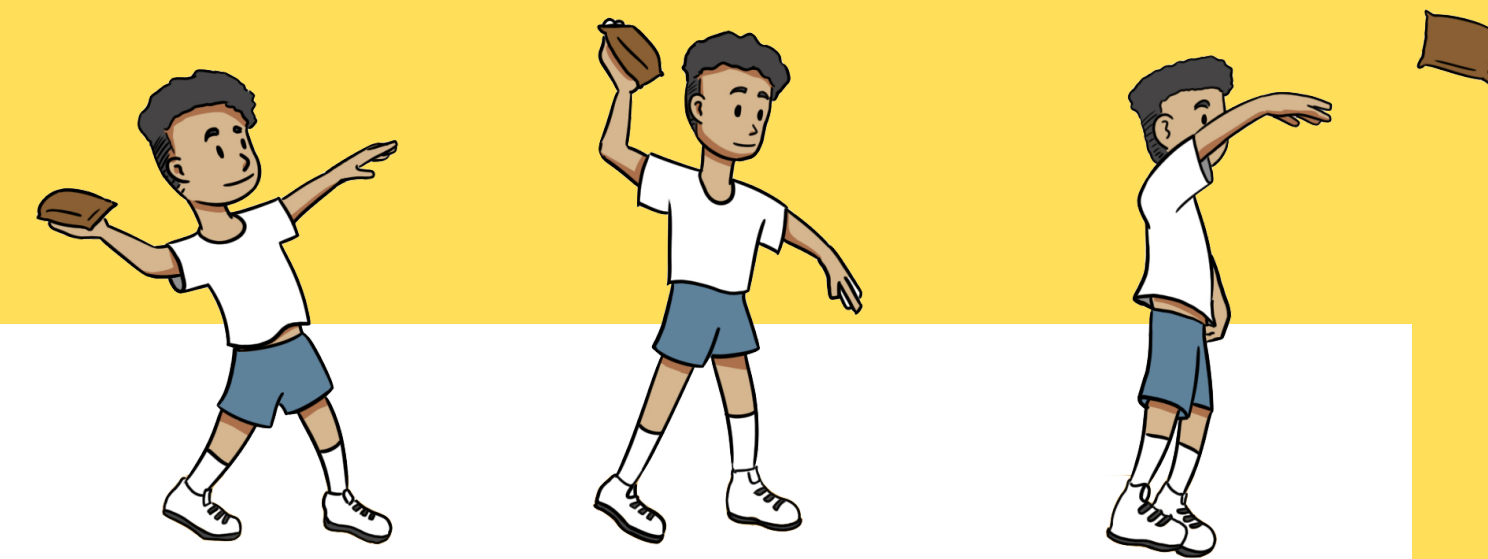
Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

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

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

Where this unit sits



Assessment Criteria

Year 1

- I am able to throw towards a target.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing overarm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

- I show balance and co-ordination when running at different speeds.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I can identify good technique.
- I can describe how my body feels during exercise.
- I try my best.

Year 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

| | | | | |
|---|--|---------------|--|--|
| Running Develop the sprinting technique and apply it to relay events. | | Year 3 | Jumping Develop technique when jumping for distance in a range of approaches and take off positions. | Throwing Explore the technique for a pull throw. |
| Running Develop the sprinting action. | Jumping Develop jumping, hopping and skipping actions. | | Jumping Explore safely jumping for distance and height. | Throwing Develop overarm throwing for distance. |
| Running Explore running at different speeds. | Jumping Develop balance whilst jumping and landing. | | Jumping Explore hopping, jumping and leaping for distance. | Throwing Explore throwing for distance and accuracy. |

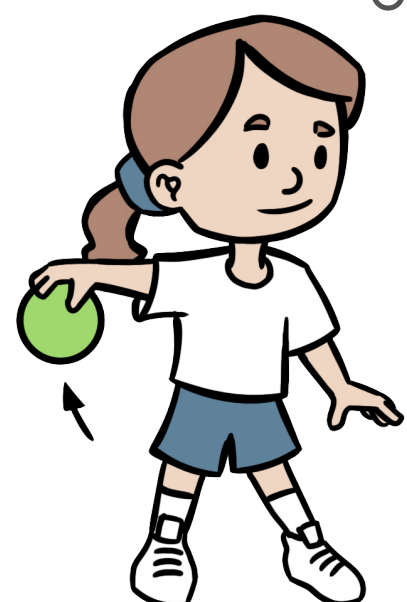
Knowledge Organiser: Ball Skills Year 2

Links to the PE National Curriculum

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

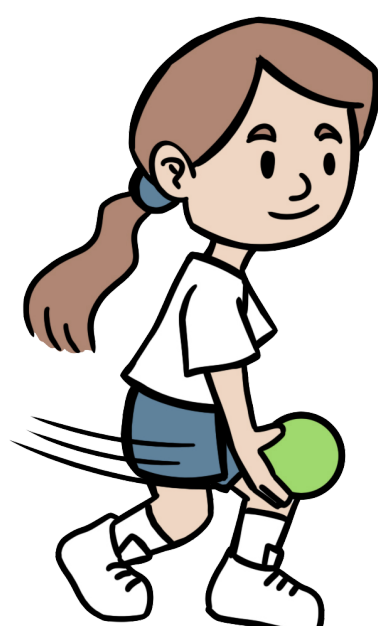
Key Skills: Physical

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



Key Skills: S.E.T

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



Examples of games that use ball skills

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

Key Vocabulary:

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

Teacher Glossary

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

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

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

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

Where this unit sits



Assessment Criteria

Year 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Year 3

- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can show a variety of throwing techniques.
- I can throw with accuracy and increasing consistency to a target.
- I can track the path of a ball that is not sent directly to me.

Progression of Skills Ladder

| Sending Send a ball with accuracy and increasing consistency to a target. | Catching Catch a range of objects with increasing consistency. | Year 3 | Tracking Track a ball not sent directly. | Dribbling Dribble a ball with hands and feet with control. |
|---|---|---------------|---|---|
| Sending Roll, throw and kick a ball to hit a target. | Catching <ul style="list-style-type: none"> • Develop catching a range of objects with two hands. • Catch with and without a bounce. | Year 2 | Tracking Consistently track and collect a ball being sent directly. | Dribbling Dribble a ball with hands and feet with some control. |
| Sending Roll and throw with some accuracy towards a target. | Catching <ul style="list-style-type: none"> • Begin to catch with two hands. • Catch after a bounce. | Year 1 | Tracking Track a ball being sent directly. | Dribbling Begin to dribble with hands and feet. |

Knowledge Organiser: Dance Y2

Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

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

Performance Ideas

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

Performing, some good ideas:

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

Key Vocabulary:

• counts • action • travel • shape

• direction • speed • level • space

• balance • timing • mirror • pathway

Teacher Glossary

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

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

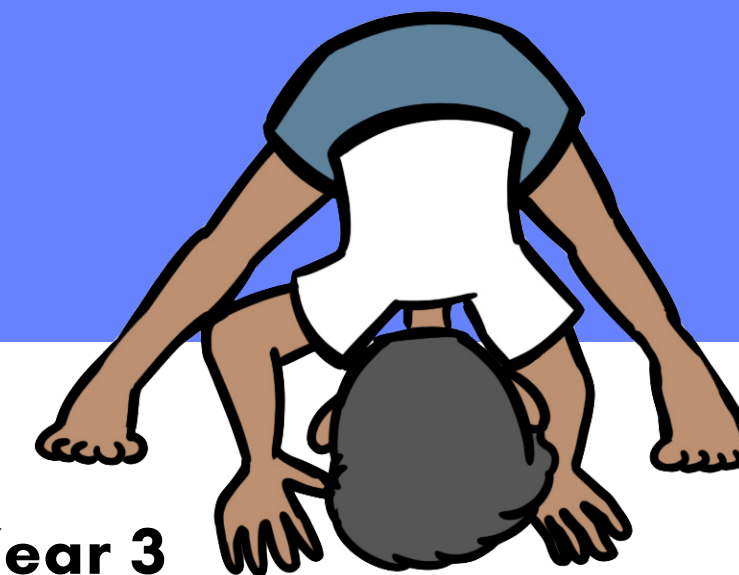
Dynamics: How an action is performed e.g. quickly, slowly, gently.

Level: High, medium and low.

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

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

Where this unit sits



Year 1

Assessment Criteria

Year 2

Year 3

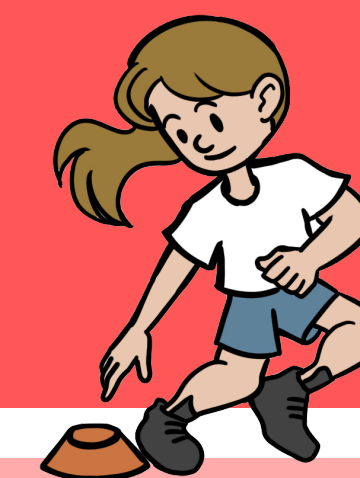
- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.

Progression of Skills Ladder

| Actions Create actions in response to a stimulus individually and in groups. | Dynamics Use dynamics effectively to express an idea. | Year 3 | Space Use directions to transition between formations. | Relationships Develop an understanding of formations. | Performance Perform short, self-choreographed phrases showing and awareness of timing. |
|--|---|---------------|---|--|--|
| Actions Accurately remember, repeat and link actions to express an idea. | Dynamics Develop an understanding of dynamics. | Year 2 | Space Develop the use of pathways and travelling actions to include levels. | Relationships Explore working with a partner using unison, matching and mirroring. | Performance Develop the use of facial expressions in their performance. |
| Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. | Dynamics Explore varying speeds to represent an idea. | Year 1 | Space Explore pathways within their performances. | Relationships Begin to explore actions and pathways with a partner. | Performance Begin to use counts within their performance. |



Links to the PE National Curriculum

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

Key Questions...

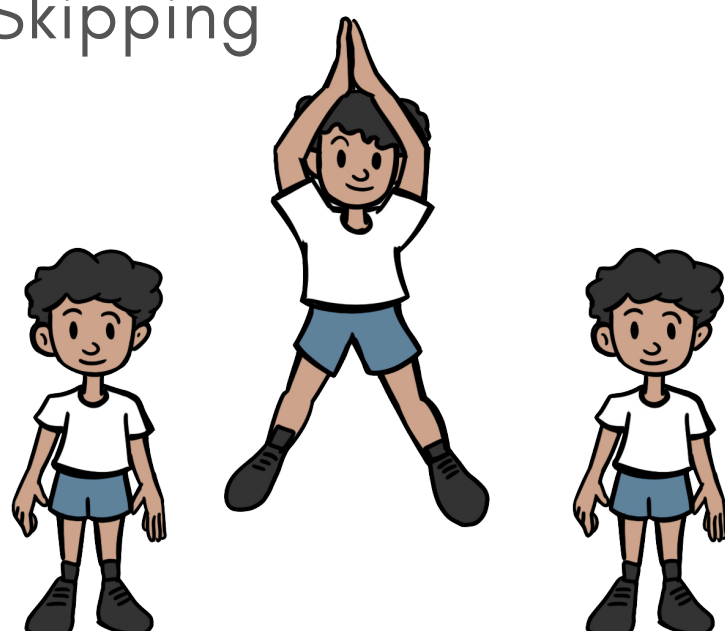
- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

Key Vocabulary:

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

Key Skills: Physical

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



Key Skills: S.E.T

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

Teacher Glossary

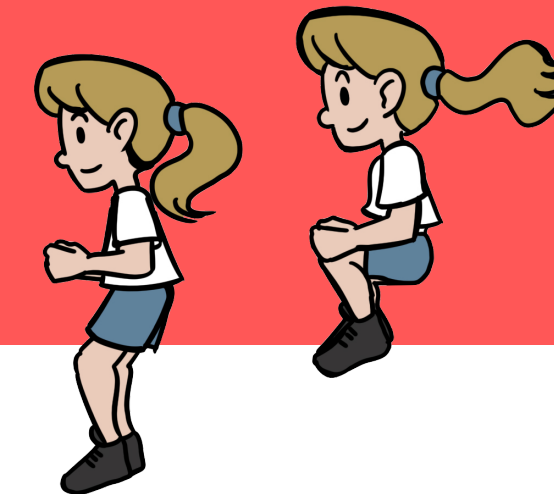
Agility: The ability to change direction quickly and easily

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

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

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

Where this unit sits



Assessment Criteria

Year 1

- I can recognise changes in my body when I do exercise.
- I can share my ideas with other people in the class.
- I can talk about what exercise does to my body.
- I recognise how exercise makes me feel.
- I try my best in the challenges I am set.
- I understand why it is important to warm up.

Year 2

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Year 3

- I can collect and record my scores, recognising my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand that there are different areas of fitness.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics Fundamentals

| | | | | | | |
|---|---|--|---------------|--|--|--|
| Agility Show balance when changing direction. | Balance Explore more complex activities which challenge balance. | Co-ordination Can co-ordinate their bodies with increased consistency in a variety of activities. | Year 3 | Speed Explore sprinting technique. | Strength Explore building strength in different muscle groups. | Stamina Explore using their breath to increase their ability to work for longer periods of time. |
| Agility Demonstrate improved technique when changing direction on the move. | Balance Demonstrate increased balance whilst travelling along and over equipment. | Co-ordination Perform actions with increased control when co-ordinating their body with and without equipment. | Year 2 | Speed Can demonstrate running at different speeds. | Strength Demonstrate increased control in body weight exercises. | Stamina Show an ability to work for longer periods of time. |
| Agility Change direction whilst running. | Balance Explore balancing in more challenging activities with some success. | Co-ordination Explore co-ordination through the use of equipment. | Year 1 | Speed Explore running at different speeds. | Strength Explore exercises using their own body weight. | Stamina Explore moving for longer periods of time and identify how it makes them feel. |

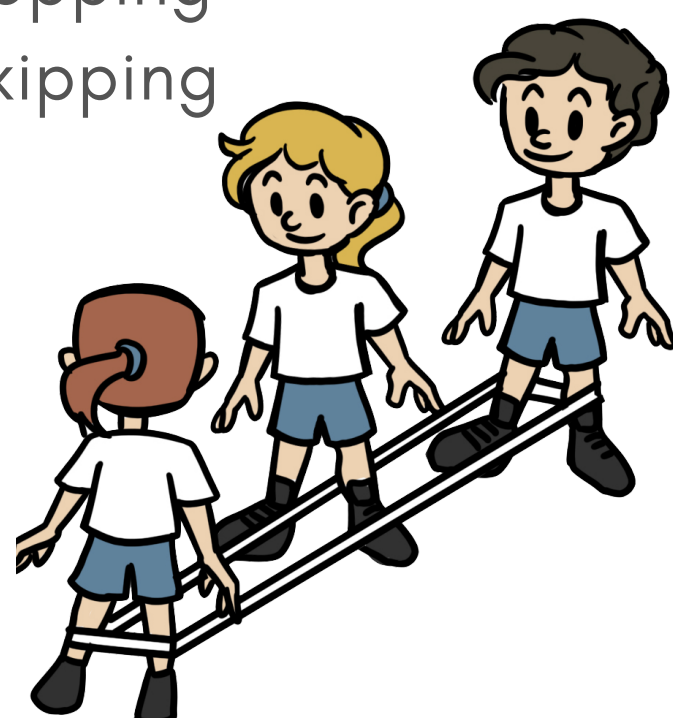


Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths

What are fundamental skills?

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

Key Vocabulary:

- | | | |
|----------|---------|-----------|
| • jog | • speed | • skip |
| • sprint | • dodge | • balance |

Teacher Glossary

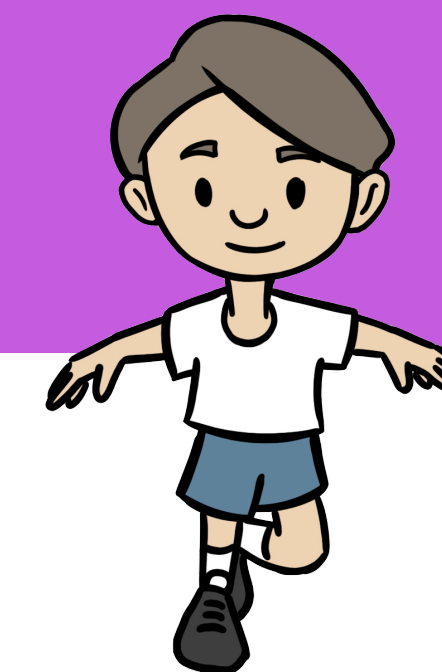
Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

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

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

Where this unit sits



Assessment Criteria

Year 1

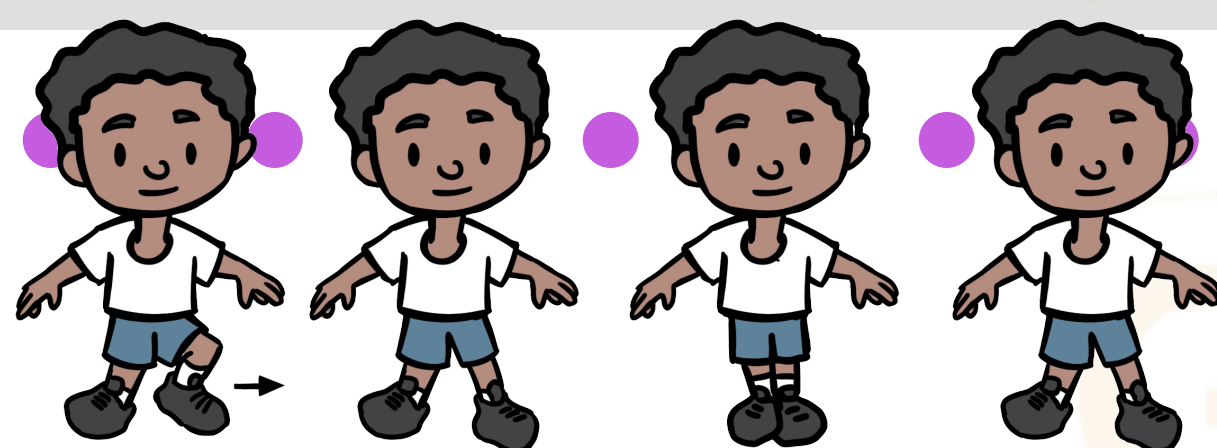
- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

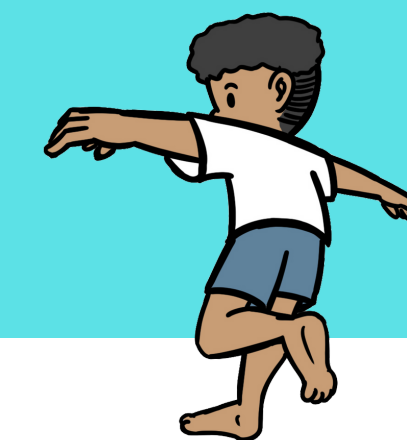
Year 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.



Progression of Skills Ladder

| | | | | |
|---|--|---------------|---|---|
| Running <ul style="list-style-type: none">• Change direction quickly.• Understand and show how the body moves at different speeds. | Balance <p>Demonstrate balance when performing other fundamental skills.</p> | Year 3 | Jumping and hopping <p>Link jumping and hopping actions.</p> | Skipping <p>Jump and turn a skipping rope.</p> |
| Running <ul style="list-style-type: none">• Demonstrate balance when changing direction.• Clearly show different speeds when running. | Balance <p>Demonstrate balance when performing movements.</p> | Year 2 | Jumping <p>Demonstrate jumping for distance, height and in different directions.</p> | Hopping <p>Demonstrate hopping for distance, height and in different directions.</p> Skipping <p>Explore single and double bounce when jumping in a rope.</p> |
| Running <ul style="list-style-type: none">• Explore changing direction and dodging.• Discover how the body moves at different speeds. | Balance <ul style="list-style-type: none">• Move with some control and balance.• Explore stability and landing safely. | Year 1 | Jumping <p>Demonstrate control in take off and landing when jumping.</p> | Hopping <p>Begin to explore hopping in different directions.</p> Skipping <ul style="list-style-type: none">• Show co-ordination when turning a rope.• Use rhythm to jump continuously in a French rope. |



Links to the PE National Curriculum

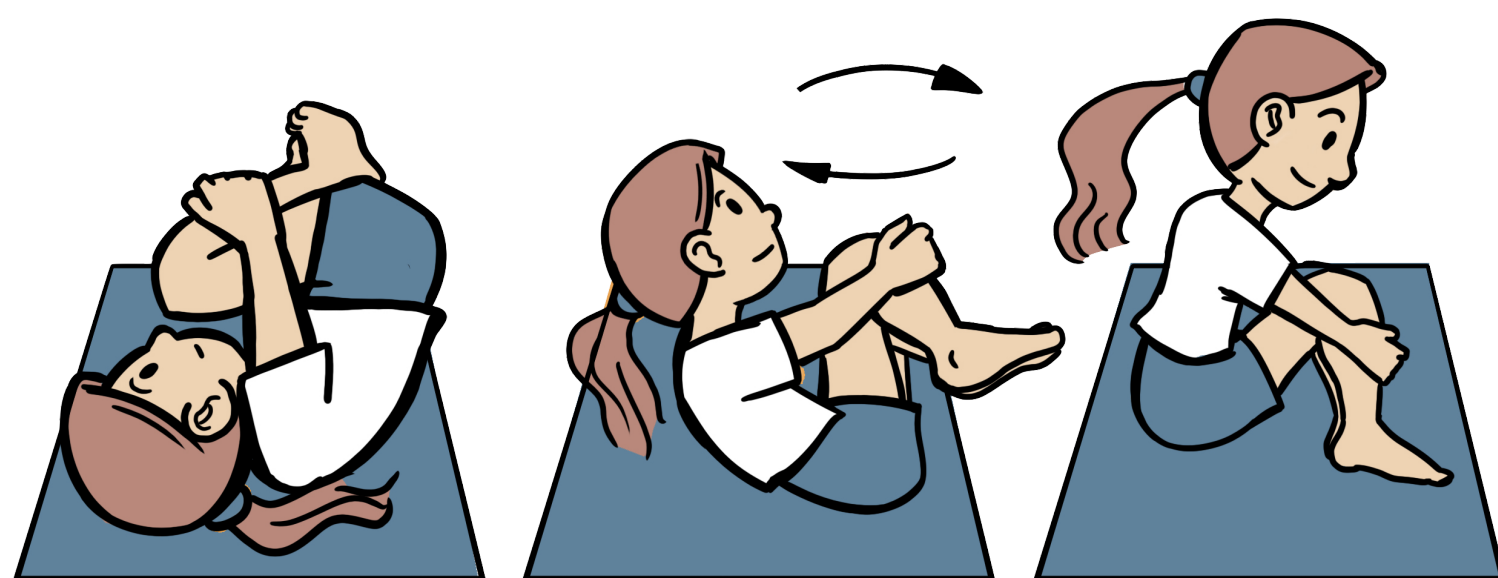
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

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

Key Skills: S.E.T

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



Ways to improve a sequence

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

Key Vocabulary:

- | | | | |
|-------------|----------|-----------|------------|
| • action | • travel | • balance | • jump |
| • direction | • roll | • link | • sequence |
| • straddle | • pike | • tuck | • star |
| | | | • level |

Teacher Glossary

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

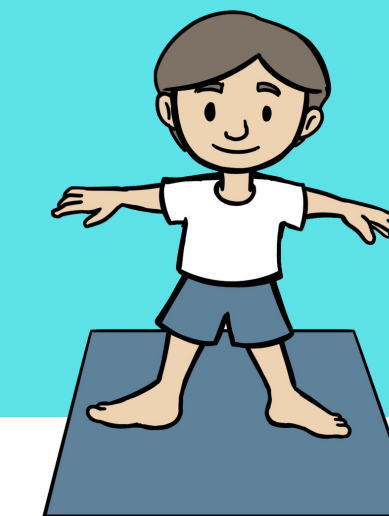
Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

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

Where this unit sits



Assessment Criteria

Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Year 2

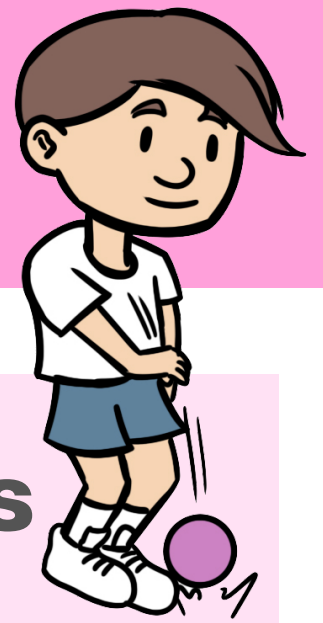
- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Progression of Skills Ladder

| | | | | |
|---|---|---------------|---|--|
| Shapes Explore matching and contrasting shapes. | Balances Explore point and patch balances and transition smoothly into and out of them. | Year 3 | Rolls Develop the straight, barrel, and forward roll. | Jumps Develop stepping into shape jumps with control. |
| Shapes Explore using shapes in different gymnastic balances. | Balances Remember, repeat and link combinations of gymnastic balances. | Year 2 | Rolls Explore barrel, straight and forward roll and put into sequence work. | Jumps Explore shape jumps and take off combinations. |
| Shapes Explore basic and still shapes straight, tuck, straddle, pike. | Balances Perform balances making their body tense, stretched and curled. | Year 1 | Rolls Explore barrel, straight and forward roll progressions. | Jumps Explore shape jumps including jumping off low apparatus. |



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of invasion games

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

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

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Vocabulary:

Year 2

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

Teacher Glossary

- Interception:** Catching a pass made by an opposing player
- Possession:** When a team has the ball they are in possession
- Marking:** When a player defends an opponent
- Getting free:** When an attacking player moves to lose their defender

Where this unit sits

Assessment Criteria

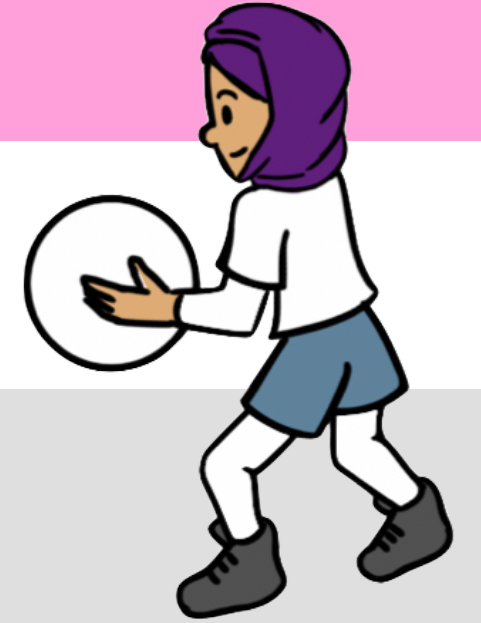
Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Year 2

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

Year 3



Assessment criteria
for the
Invasion Games
units in Year 3

Progression of Skills Ladder

Other units that
progress into this
activity are:

Games

Ball Skills

Fundamentals

Sending and Receiving

| | | | | | |
|---|--|---------------|---|---|--|
| Sending & receiving Explore S&R abiding by the rules of the game. | Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure. | Year 3 | Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games. | Defending Track opponents to limit their scoring opportunities. | Space Develop moving with a ball towards goal with some control. |
| Sending & receiving Developing S&R with increased control. | Dribbling Explore dribbling with hands and feet with increasing control on the move. | Year 2 | Attacking Developing moving into space away from defenders. | Defending Explore staying close to other players to try and stop them getting the ball. | Space Explore moving with a ball towards goal. |
| Sending & receiving Explore S&R with hands and feet to a partner. | Dribbling Explore dribbling with hands and feet. | Year 1 | Attacking Explore changing direction to move away from a partner. | Defending Explore tracking and move to stay with a partner. | Space Recognise good space when playing games. |



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of net and wall games

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

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

Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

Year 2

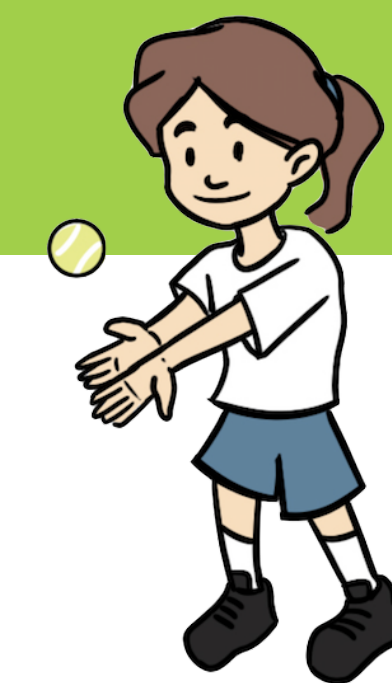
- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

Teacher Glossary

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

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

Where this unit sits



Year 1

- I can hit a ball using a racket.
- I can throw a ball to land over the net and into the court area.
- I can track balls and other equipment sent to me.
- I can use a ready position to move to the ball.
- I know how to score points.
- I recognise changes in my body when I do exercise.
- I show honesty and fair play when playing against an opponent.

Assessment Criteria

Year 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Year 3

Assessment criteria
for the
Net and Wall
Games units in
Year 3

Progression of Skills Ladder

**Other activities that
progress into this
unit are:**

**Games
Ball Skills
Fundamentals
Sending and Receiving**

| | | | | | |
|---|--|---------------|--|--|--|
| Shots Explore returning a ball using focus shots such as the forehand and backhand. | Serving Explore serving from an underarm serve. | Year 3 | Rallying Explore rallying with a forehand. | Footwork Consistently use and return to the ready position in between shots. | |
| Hitting Develop hitting a dropped ball over a net. | Feeding Accurately underarm throw over a net to a partner. | | Year 2 | Rallying Explore underarm rallying with a partner catching after one bounce. | Footwork Consistently use the ready position to move towards a ball. |
| Hitting Explore hitting a dropped ball with a racket. | Feeding Throw a ball over a net to land into the court area. | | Year 1 | Rallying Explore underarm rallying with a partner. | Footwork Use the ready position to move towards a ball. |

Links to the PE National Curriculum

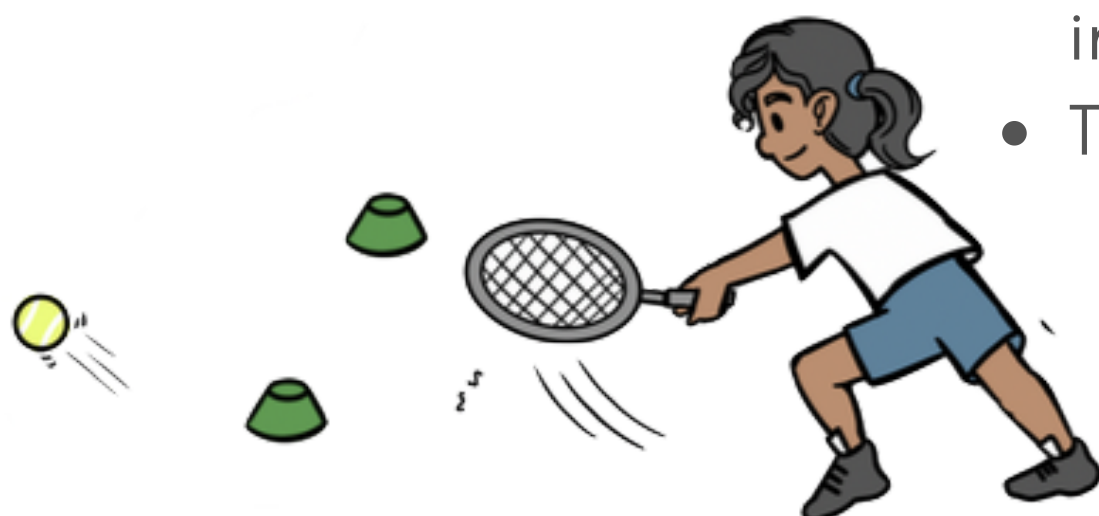
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others)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

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Tracking

Key Skills: S.E.T

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



Examples of games that use sending and receiving skills

Target Games

Golf
Boules
Boccia
New Age Kurling
Dodgeball

Net & Wall

Tennis
Volleyball
Badminton

Striking & Fielding

Rounders
Cricket
Baseball

Invasion

Hockey
Netball
Football
Tag Rugby
Handball
Basketball

Key Vocabulary:

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

Teacher Glossary

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

Send: To pass to someone using either your hands, feet or an object.

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

Where this unit sits

Assessment Criteria

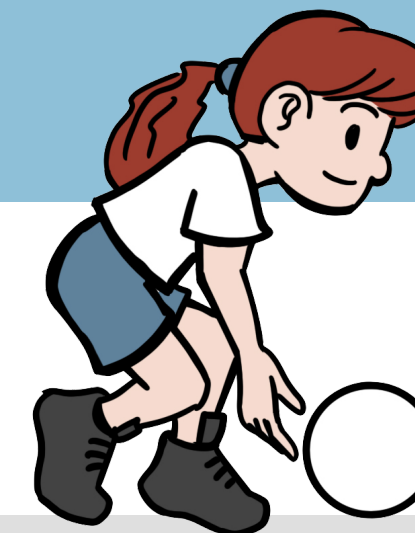
Year 1

- I am beginning to send and receive a ball with my feet.
- I can catch a ball with some success.
- I can recognise changes in my body when I do exercise.
- I can roll a ball towards a target.
- I can throw a ball to a partner.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately throw and kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can track a ball and stop it using my hands and feet.
- I can work co-operatively with a partner and a small group.
- I can work safely to send a ball towards a partner using a piece of equipment.

Year 3



Assessment criteria for
Target Games
Net and Wall
Striking and Fielding
and Invasion
units in Year 3

**Units that
progress into this
activity:**

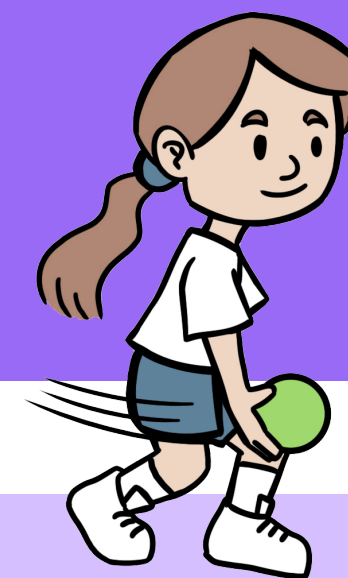
Ball Skills

**Sending and
Receiving**



**Activities that
this unit
progresses into:**

**Target Games
Net and Wall
Striking and Fielding
Invasion**



Links to the PE National Curriculum

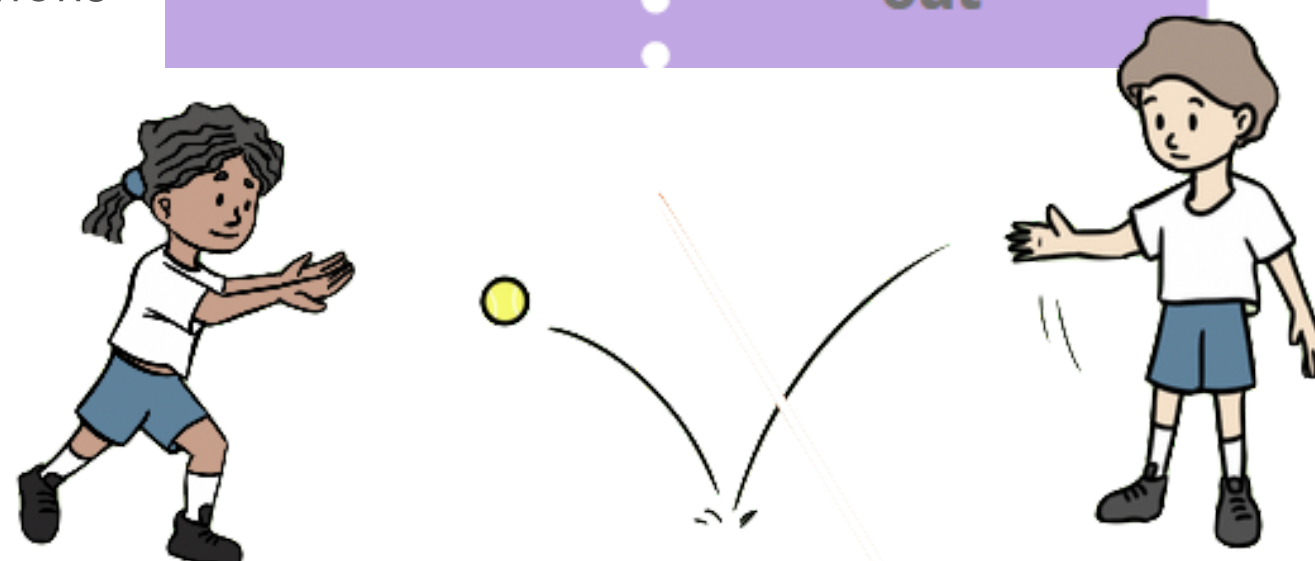
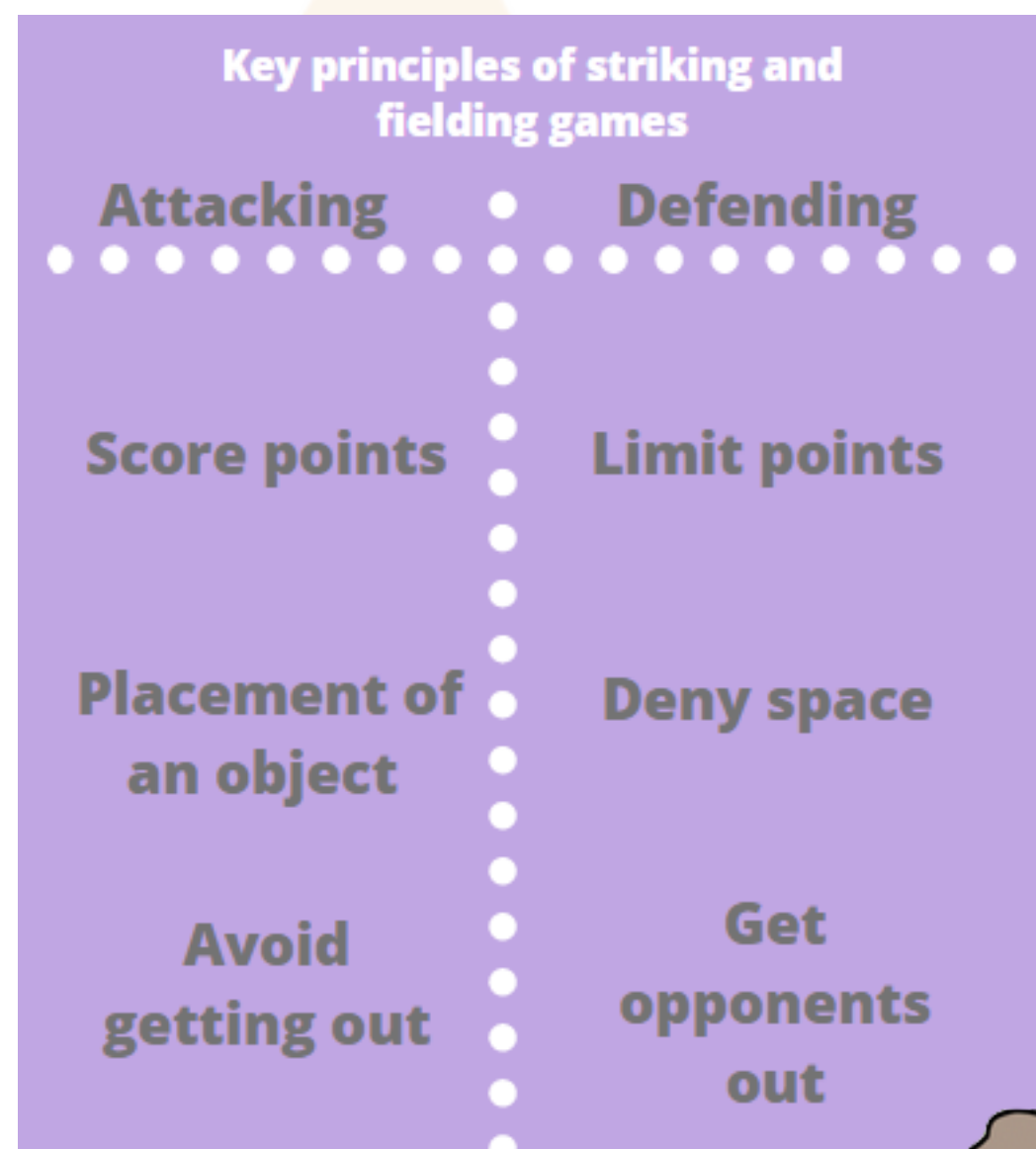
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others)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

Key Skills: Physical

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

Key Skills: S.E.T

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



Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

Key Vocabulary:

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

Teacher Glossary

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

Batter: A player on the batting team.

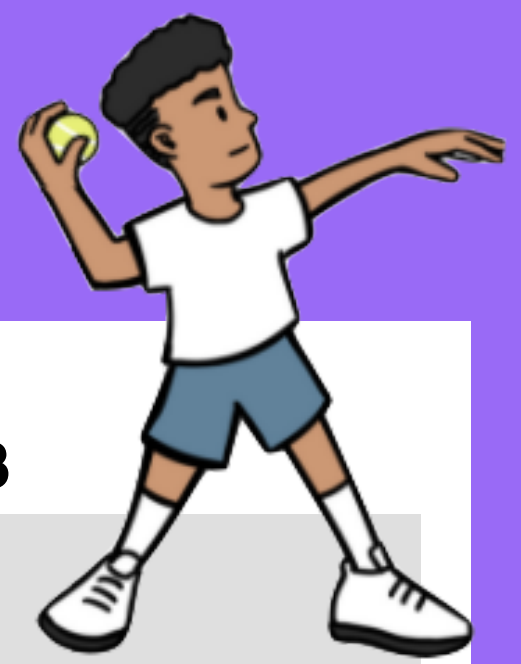
Runs: The unit of scoring.

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

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

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

Where this unit sits



Assessment Criteria

Year 1

- I can catch a beanbag and a medium-sized ball.
- I can roll a ball towards a target.
- I can strike a ball using my hand.
- I can track a ball that is coming towards me.
- I understand the rules and I am beginning to use these to play honestly and fairly.
- I know how to score points.
- I understand when I am successful.

Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Year 3

Assessment criteria for the Striking and Fielding Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity are:

**Games
Ball Skills
Fundamentals
Sending and Receiving**

Striking
Begin to strike a bowled ball using different equipment.

Fielding
Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

Year 3

Throwing
Use overarm and underarm throwing in game situations.

Catching
Catch with some consistency in game situations.

Striking
Develop striking a ball with their hand and equipment with some consistency.

Fielding
Understand that there are different roles within a fielding team.

Year 2

Throwing
Develop coordination and technique when throwing over and underarm.

Catching
Catch with two hands with some coordination and technique.

Striking
Explore striking a ball with their hand and equipment.

Fielding
Develop tracking and retrieving a ball for their team.

Year 1

Throwing
Explore technique when throwing over and underarm.

Catching
Develop coordination and technique when catching.

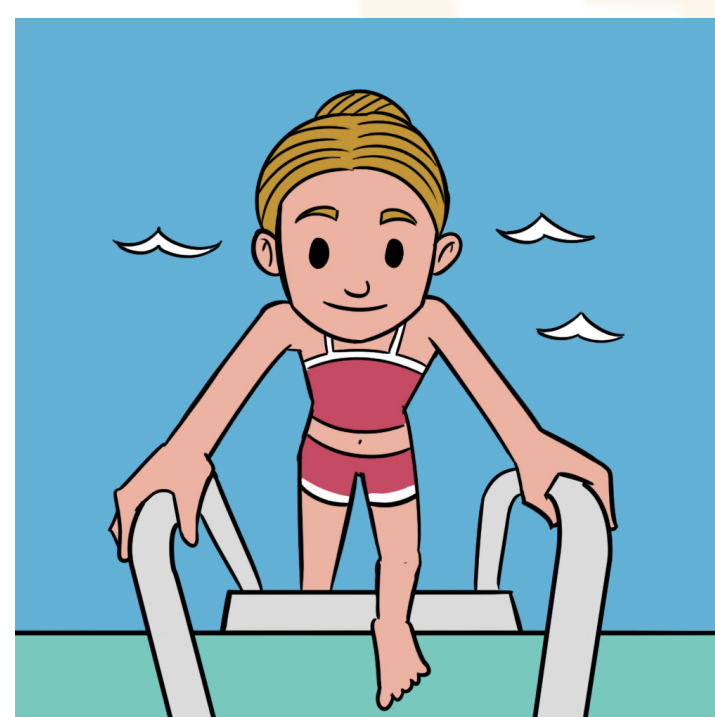
Links to the PE National Curriculum

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

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

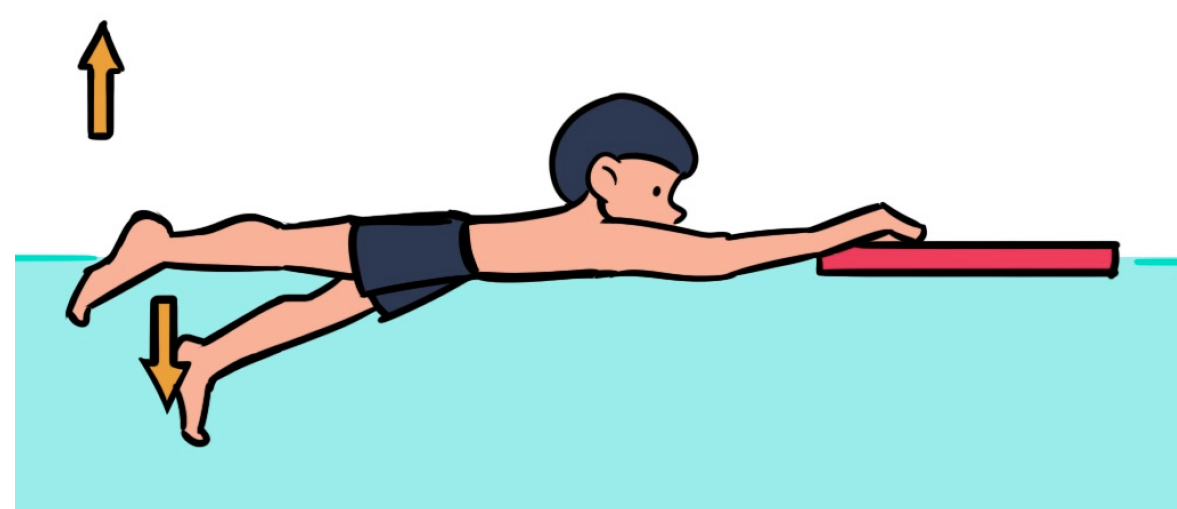
Key Skills: Physical

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



Key Skills: S.E.T

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



Top Tips for Teachers

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

Key Vocabulary:

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

Teacher Glossary

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

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

Where this unit sits

Assessment Criteria

Year 1

- I can explain a pool rule that helps me to stay safe.
- I can float on my front and back.
- I can move and submerge confidently in the water.
- I can swim over a distance of 10m with a buoyancy aid.
- I know and can demonstrate what to do if I fall into water.

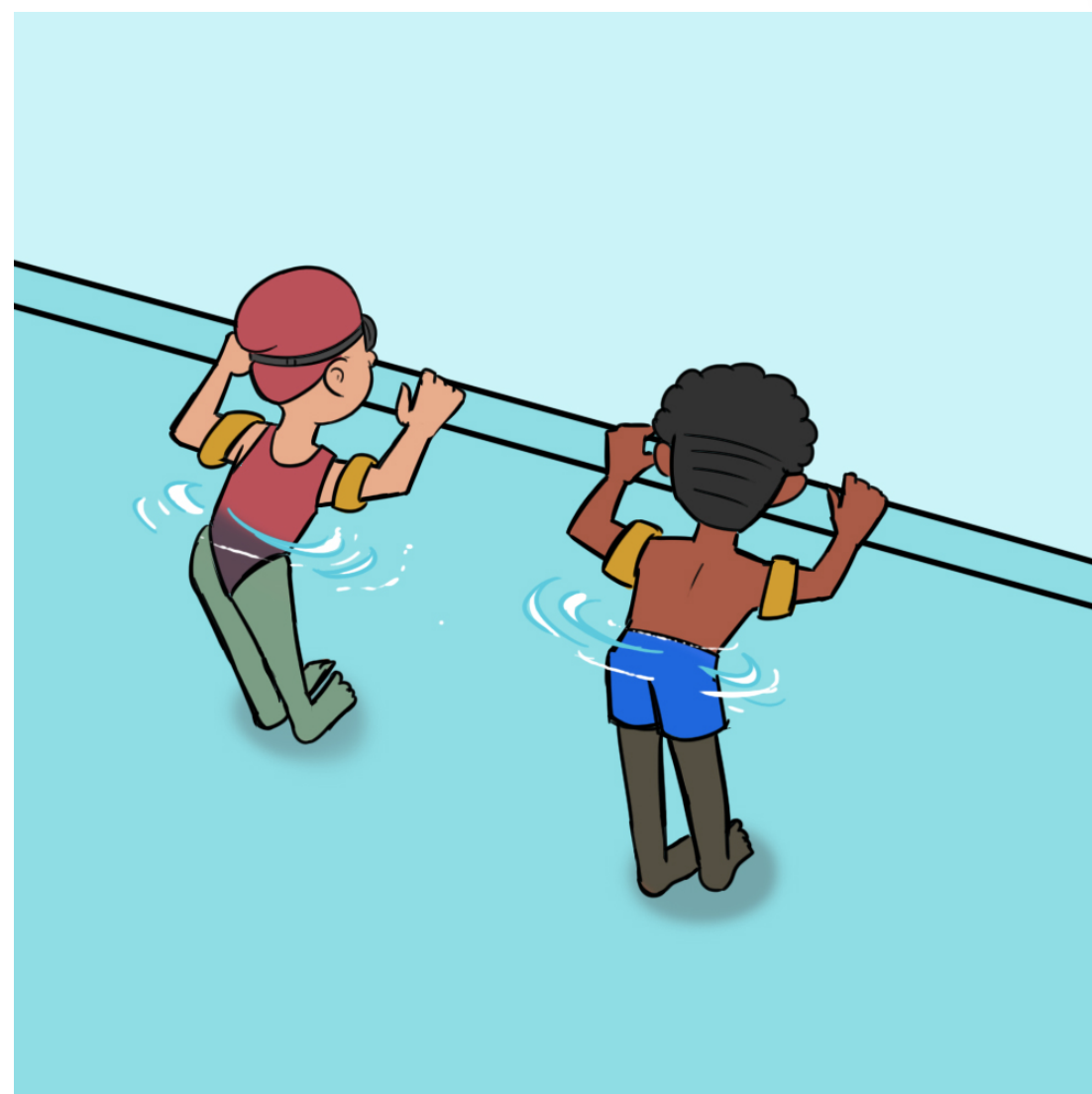
Year 2

- I can begin to use arms and legs together to move effectively across the water.
- I can demonstrate what to do if I fall into water.
- I can float on my front and back.
- I can glide on both front and back.
- I can roll from my front to my back and then regain a standing position.
- I can swim over a distance of 10m unaided.
- I know several pool rules and can explain how they help me to stay safe.

Year 3

- 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.

Progression of Skills Ladder



Strokes

Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Year
3**

Breathing

Begin to explore front crawl breathing technique.

Water Safety

Explore techniques for personal survival to include survival strokes such as sculling and treading water.

Strokes

Begin to use arms and legs together, more effectively across the water unaided.

**Year
2**

Breathing

Begin to explore breathing in sync with their kicking action.

Water Safety

Demonstrate an awareness of water safety and float on their front and on their back.

Strokes

Can swim over a 10m distance with a buoyancy aid.

**Year
1**

Breathing

Can submerge confidently in the water.

Water Safety

Become aware of water safety and explore floating on their front and back.



Links to the PE National Curriculum

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

Examples of Target Games

| Golf | Boccia | Bowls |
|-----------------|-----------|---------|
| New Age Kurling | Dodgeball | Archery |

Key Vocabulary:

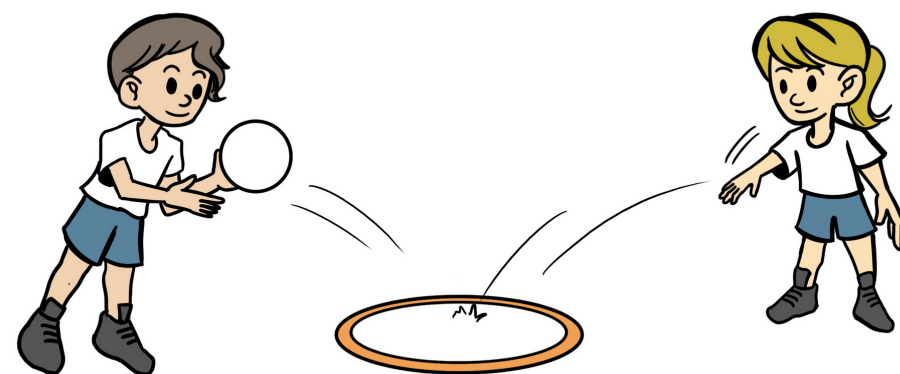
- release
- accuracy
- opposite
- strike
- target
- ahead
- select
- object
- distance

Key Skills: Physical

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

Key Skills: S.E.T

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



Teacher Glossary

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

Target: The object that is being aimed for.

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

Where this unit sits



Assessment Criteria

Year 1

- I can recognise changes in my body when I do exercise.
- I can use an overarm throw aiming towards a target.
- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can work co-operatively with a partner.
- I understand what good technique looks like.

Year 2

- I am able to select the appropriate skill for the situation.
- I can throw, roll kick or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

Year 3

Assessment criteria for the Target Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity:

Games

Ball Skills

Sending & Receiving



Throwing

Explore throwing at a moving target.

(Dodgeball) Catching

Build the confidence to attempt catching in game situations.

Year 3

Striking

Begin to explore striking a ball with sport specific equipment.

Throwing Overarm

Develop co-ordination and technique when throwing overarm at a target.

Year 2

Throwing Underarm

Develop co-ordination and technique when throwing underarm at a target.

Striking

Develop striking a ball with equipment with some consistency.

Throwing Overarm

Explore technique when throwing overarm towards a target.

Year 1

Throwing Underarm

Explore technique when throwing underarm towards a target.

Striking

Explore striking a ball with their hand and equipment.

Knowledge Organiser: Team Building Y2

Links to the PE National Curriculum

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

Why team building?

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

Top tips for teaching Team Building:

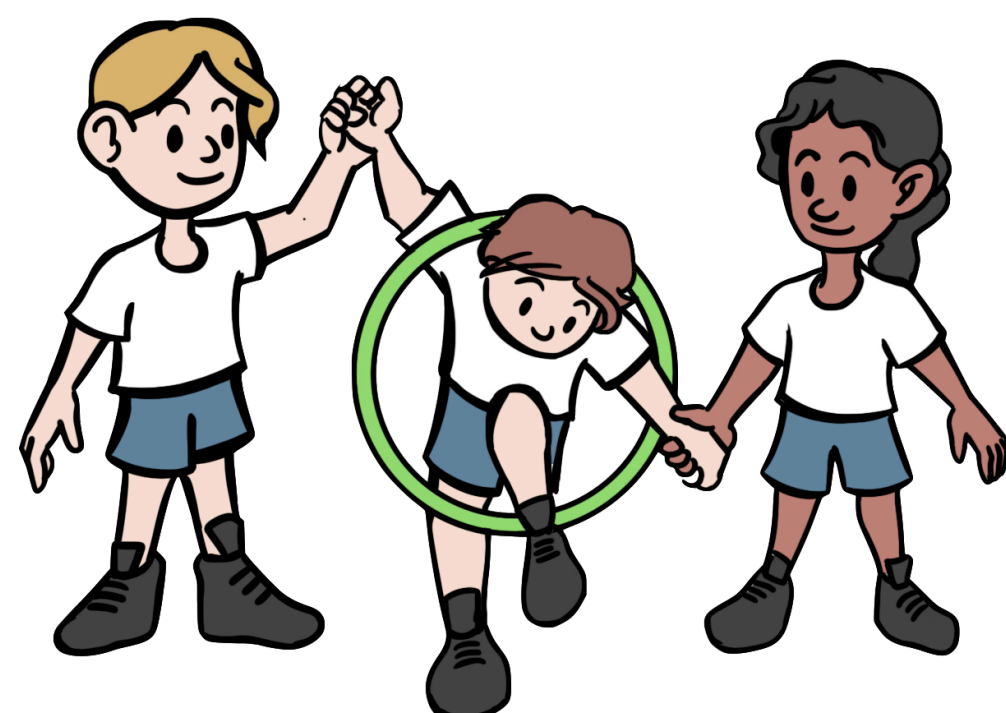
- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive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

Key Skills: Physical

- Travelling actions
- Jumping
- Balancing

Key Skills: S.E.T

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



Key Vocabulary:

- | | | |
|-------------|--------------|---------------|
| • solve | • support | • map |
| • direction | • co-operate | • successful |
| • share | • plan | • communicate |

This unit builds into:

OAA

Outdoor Adventurous Activities

Where this unit sits



Assessment Criteria

Year 1

- I can communicate simple instructions.
- I can follow instructions.
- I can follow path and lead others.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

Year 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Year 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

Progression of Skills Ladder

Other units that progress into this activity are:

Games

Introduction to PE

Problem Solving

Can plan and implement strategies to solve problems.

Navigational Skills

Developing map reading skills.

Year 3

Communication

Can follow and give instructions and are accepting of other peoples' ideas.

Reflection

Can reflect on when and why they were successful at solving challenges.

Problem Solving

Begin to plan, and with some success, apply strategies to overcome a challenge.

Navigational Skills

Understand how to use, follow and create a simple diagram/map.

Year 2

Communication

Work cooperatively with a partner and a small group.

Reflection

Verbalise when they were successful and areas that they could improve.

Problem Solving

Suggest ideas in response to a task.

Navigational Skills

Follow a path and lead others.

Year 1

Communication

Communicate simple instructions and listen to others.

Reflection

Identify when they were successful and make basic observations about how to improve.



Links to the PE National Curriculum

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

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

Top Tips for Teachers

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

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

Key Vocabulary:

- | | | |
|------------|----------|----------|
| • focus | • listen | • create |
| • pose | • feel | • choose |
| • position | • breath | • flow |



Teacher Glossary

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

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

Where this unit sits



Assessment Criteria

Year 1

- I can recognise how yoga makes me both feel physically and mentally.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Progression of Skills Ladder

Other units that progress into this activity are:

**Fundamentals
Gymnastics**

Balance

Demonstrate increased control when in poses and explore control in paired poses.

Flexibility

Explore poses and movement in relation to their breath.

**Year
3**

Strength

Explore arm balances with some control.

Mindfulness

Develop their ability to stay still and keep their focus.

Balance

Remember, copy, and repeat sequences of linked poses.

Flexibility

Show increased awareness of extension in poses.

**Year
2**

Strength

Demonstrate increased control in performing poses.

Mindfulness

Explore controlling their focus and sense of calm.

Balance

Perform balances and poses making their body tense, stretched and curled.

Flexibility

Explore poses and movements that challenge their flexibility.

**Year
1**

Strength

Explore strength whilst transitioning from one pose to another.

Mindfulness

Recognise their own feelings in response to a task or activity.