



## 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.

## Official Athletic Events

### Running

#### Sprinting

100m, 200m, 400m

#### Hurdles

#### Relay

#### Middle distance

800m, 1500m

#### Long distance

5,000, 10,000

#### Steeplechase

### Jumping

#### Long jump

Jump for distance

#### Triple jump

Jump for distance

#### High jump

Jump for height

#### Pole vault

Jump for height

### Throwing

#### Discus

Fling throw

#### Shot

Push throw

#### Hammer

Fling throw

#### Javelin

Pull throw

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**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

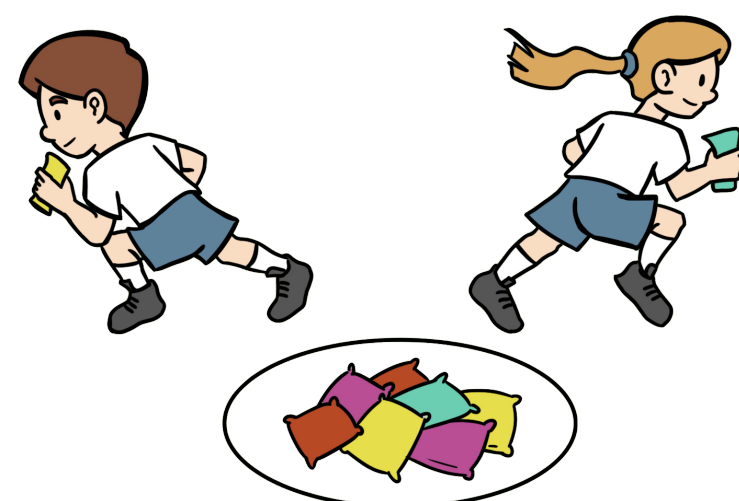
**Leap:** take off on one foot and land on the other

## Key Skills: Physical

- Running at different speeds
- Combining running and jumping
- Agility and coordination
- 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



# Where this unit sits



## Assessment Criteria

### EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### Year 1

- I am able to throw towards a target.
- I am beginning to link running and jumping movements.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing over arm 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 can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can link running and jumping movements with some control and balance.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds and in different directions.
- I try my best.

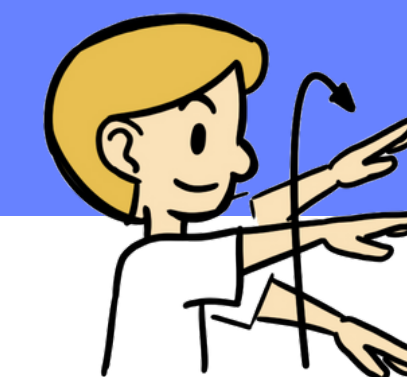
## Progression of Skills Ladder

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

**Ball Skills**  
**Fundamentals**  
**Games**

<b>Running</b> Develop the sprinting action. Explore rhythm when running over obstacles.	<b>Jumping</b> Develop jumping, hopping and skipping actions.	<b>Year 2</b>	<b>Jumping</b> Explore safely jumping for distance and height.	<b>Throwing</b> Develop overarm throwing for distance.
<b>Running</b> Explore running at different speeds. Explore running over obstacles.	<b>Jumping</b> Develop balance whilst jumping and landing.	<b>Year 1</b>	<b>Jumping</b> Explore hopping, jumping and leaping for distance.	<b>Throwing</b> Explore throwing for distance and accuracy.
<b>Running</b> Explore running and stopping. Explore running on the balls of their feet.		<b>EYFS</b>	<b>Jumping</b> Explore jumping and hopping safely.	<b>Throwing</b> Explore throwing to a target.



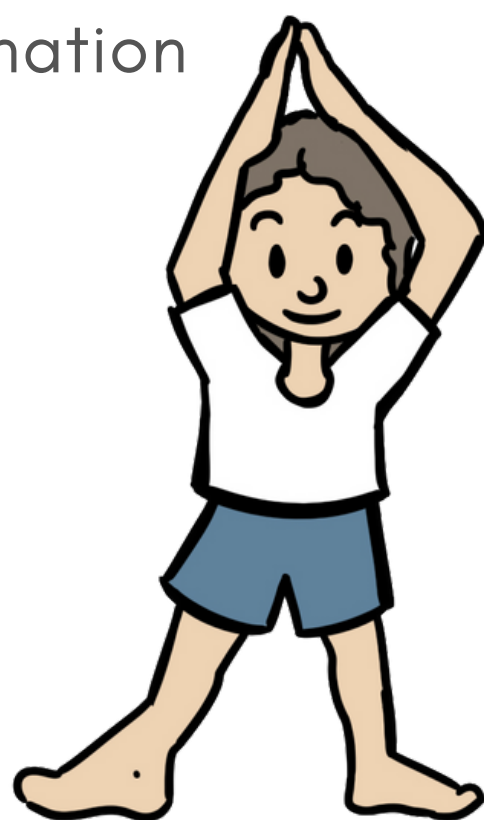


## Links to the PE National Curriculum

- 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.
- 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:

Encourage pupils to use this language in your lessons.

• **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

### EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### 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 recognise changes in my body when I do exercise.
- 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

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



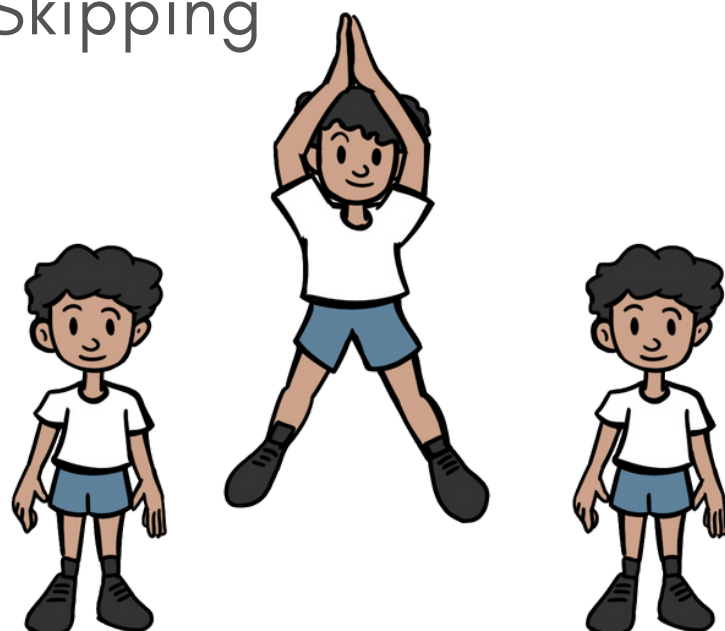


## Links to the PE National Curriculum

- 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

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



## Key Skills: S.E.T

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

## Key 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:

Encourage pupils to use this language in your lessons.

\*Year 2 would use Year 1 and Year 2 vocabulary

## Year 1

- Safely • Slow • Balance • Direction
- Fast • Jump • Bounce • Hop • Health

## Year 2

- Speed • Distance • Sprint • Strong
- Pace • Jog • Steady • Race

## Teacher Glossary

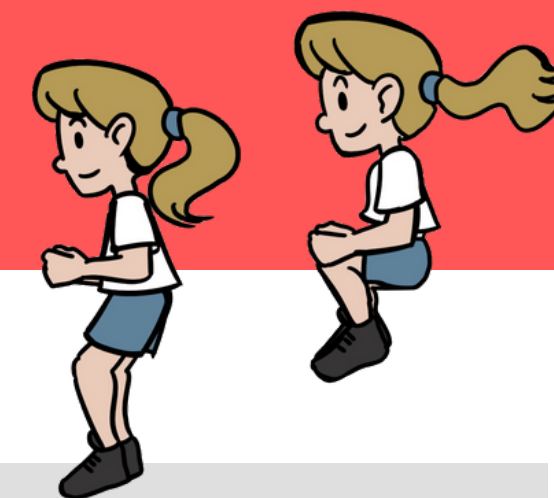
**Agility:** The ability to change direction quickly and easily

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

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

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

# Where this unit sits



## Assessment Criteria

### EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### Year 1

- I can change direction when running.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can show hopping and jumping movements.
- I show co-ordination when trying hula hoop skills.
- I try my hardest to keep working over longer periods of time.
- I use co-ordination to turn a skipping rope.
- I work with others to turn a rope.

### Year 2

- I can describe how my body feels during exercise.
- I can link different hoop skills to create a routine.
- 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 personal fitness data and I can recognise my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge is 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 the benefits of exercise.

## Progression of Skills Ladder

Other units that progress into this activity are:

**Gymnastics Fundamentals**

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



# Knowledge Organiser: Fundamentals 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

- 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:

Encourage pupils to use this language in your lessons.

## Year 1

• 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



### EYFS Early Learning Goals

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- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### 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.

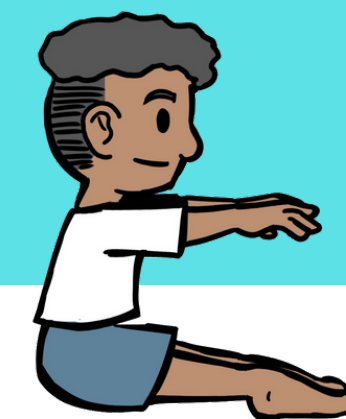
### Year 2

- 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"> <li>• Demonstrate balance when changing direction.</li> <li>• Clearly show different speeds when running.</li> </ul>	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"> <li>• Explore changing direction and dodging.</li> <li>• Discover how the body moves at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Move with some control and balance.</li> <li>• Explore stability and landing safely.</li> </ul>		Demonstrate control in take off and landing when jumping.	Begin to explore hopping in different directions.	<ul style="list-style-type: none"> <li>• Show co-ordination when turning a rope.</li> <li>• Use rhythm to jump continuously in a French rope.</li> </ul>
Running	Balance	EYFS	Jumping	Hopping	Skipping
<ul style="list-style-type: none"> <li>• Explore running and stopping.</li> <li>• Explore changing direction safely.</li> </ul>	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:

Encourage pupils to use this language in your lessons.

- |             |          |           |         |
|-------------|----------|-----------|---------|
| • 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

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- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

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



## 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

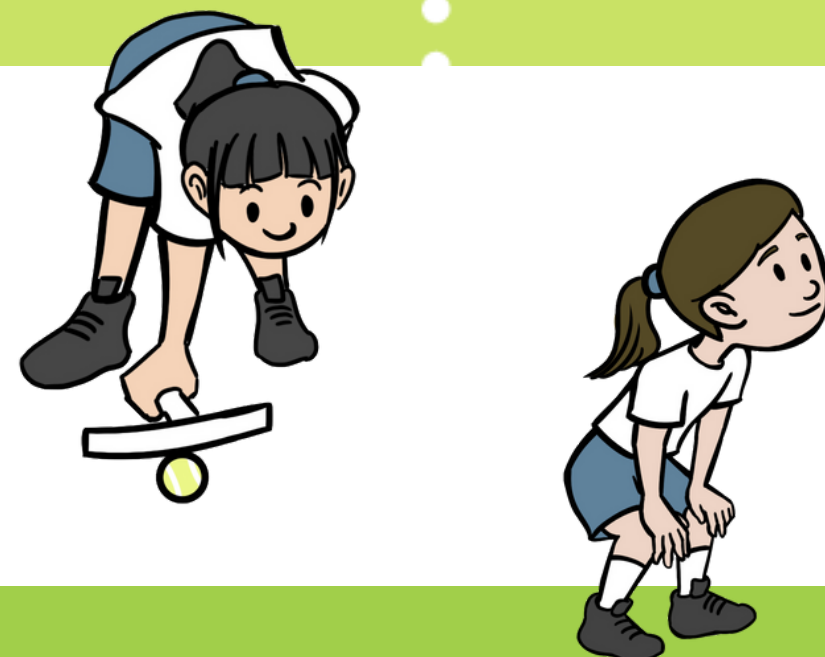
- Throwing
- Catching
- Hitting a ball
- Tracking a ball

## 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:

Encourage pupils to use this language in your lessons.  
\*Year 2 would use Year 1 and Year 2 vocabulary

## Year 1

- Safely
- Ready position
- Partner
- Score
- Racket
- Net
- Underarm
- Space
- Points

## Year 2

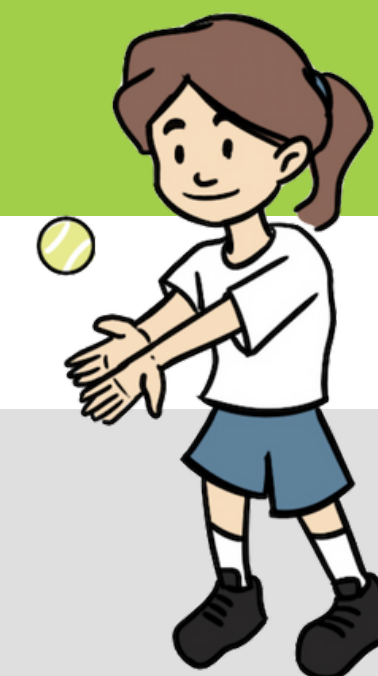
- Receive
- Opponent
- Quickly
- Trap
- Defend
- Return
- Collect
- Against

## 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



## EYFS Early Learning Goals

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- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

## Assessment Criteria

### 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.

### 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

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



## Links to the PE National Curriculum

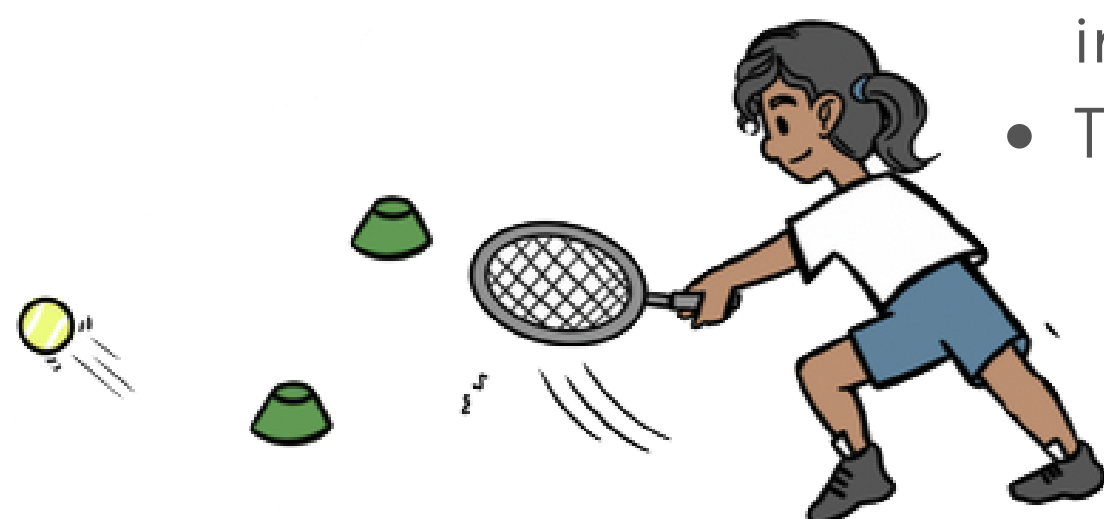
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others)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

- 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:

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

**\*Year 2 would use Year 1 and Year 2 vocabulary**

### Year 1

• Aim • Throw • Roll • Kick  
• Catch • Safely • Racket

### Year 2

• Jog • Defender • Send • Release  
• Target • Control • Accurate

## 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 Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

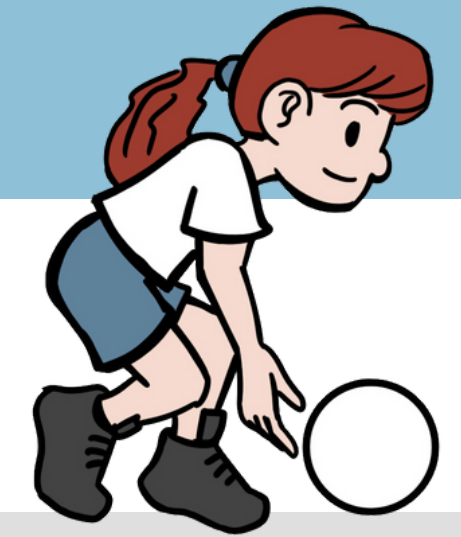
### Year 1

- I am beginning to send and receive a ball using a piece of equipment.
- I am beginning to send and receive a ball with my feet.
- I can catch a ball after one bounce.
- 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 kick a ball to a partner.
- I can accurately throw a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can describe how my body feels during exercise.
- 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





# 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 Vocabulary:

Encourage pupils to use this language in your lessons.

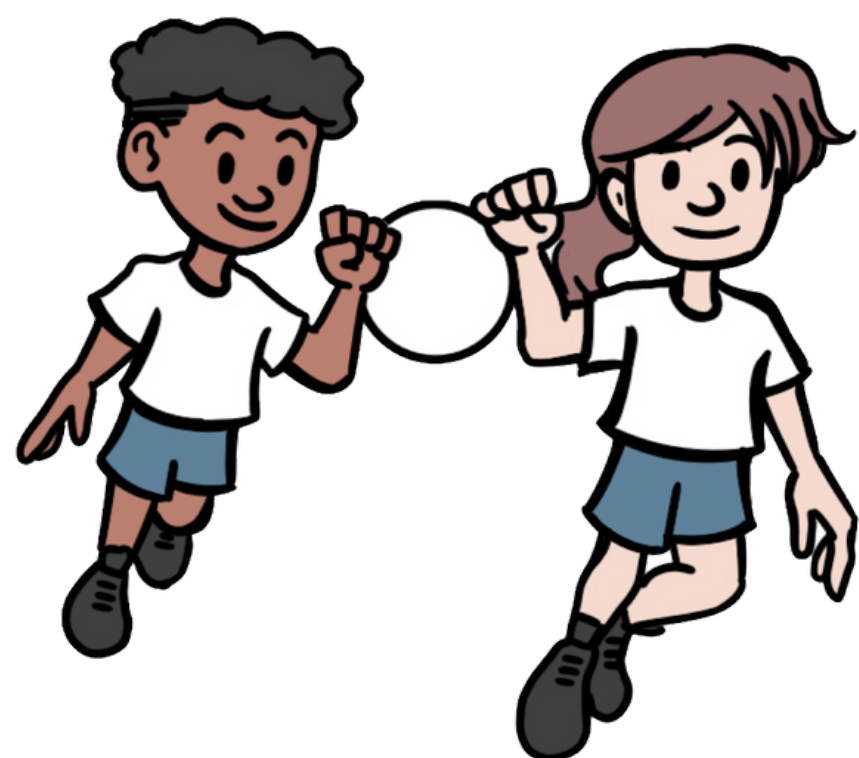
- Solve
- Teamwork
- Lead
- Direction
- Co-operate
- Instructions
- Share
- Listen
- Safely
- Travel

## 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



## This unit builds into:

**OAA**

**Outdoor Adventurous Activities**

# Where this unit sits



## Assessment Criteria

### EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### Year 1

- I can communicate simple instructions.
- I can follow a simple diagram/map.
- I can follow instructions.
- 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.

## Progression of Skills Ladder

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

**Games**

**Introduction to PE**

<b>Problem Solving</b> Begin to plan, and with some success, apply strategies to overcome a challenge.	<b>Navigational Skills</b> Understand how to use, follow and create a simple diagram/map.	<b>Year 2</b>	<b>Communication</b> Work cooperatively with a partner and a small group.	<b>Reflection</b> Verbalise when they were successful and areas that they could improve.
<b>Problem Solving</b> Suggest ideas in response to a task.	<b>Navigational Skills</b> Follow a simple diagram/map.	<b>Year 1</b>	<b>Communication</b> Communicate simple instructions and listen to others.	<b>Reflection</b> Identify when they were successful and make basic observations about how to improve.
<b>Problem Solving</b> Explore activities in which they make their own decisions in response to a task.	<b>Navigational Skills</b> Make decisions about where to move in space.	<b>EYFS</b>	<b>Communication</b> Develop their confidence in expressing themselves.	<b>Reflection</b> 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:

Encourage pupils to use this language in your lessons.

\*Year 2 would use Year 1 and Year 2 vocabulary

**Year 1** • Safely • Listen • Copy • Slowly  
• Space • Breath • Balance • Feel

**Year 2** • Focus • Position • Create  
• Pose • Flow • Choose

## Teacher Glossary

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

**Asana:** Refers to physical poses and postures.

**Pranayama:** Refers to breathing techniques. Prana is our life force, our breath.

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

# Where this unit sits



## Assessment Criteria

### EYFS Early Learning Goals

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- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

### Year 1

- I can recognise changes in my body when I do exercise.
- 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**

<b>Balance</b> Demonstrate increased control when in poses and explore control in paired poses.	<b>Flexibility</b> Explore poses and movement in relation to their breath.	<b>Year 3</b>	<b>Strength</b> Explore arm balances with some control.	<b>Mindfulness</b> Develop their ability to stay still and keep their focus.
<b>Balance</b> Remember, copy, and repeat sequences of linked poses.	<b>Flexibility</b> Show increased awareness of extension in poses.	<b>Year 2</b>	<b>Strength</b> Demonstrate increased control in performing poses.	<b>Mindfulness</b> Explore controlling their focus and sense of calm.
<b>Balance</b> Perform balances and poses making their body tense, stretched and curled.	<b>Flexibility</b> Explore poses and movements that challenge their flexibility.	<b>Year 1</b>	<b>Strength</b> Explore strength whilst transitioning from one pose to another.	<b>Mindfulness</b> Recognise their own feelings in response to a task or activity.
<b>Balance</b> Explore shapes in stillness using different parts of their bodies.	<b>Flexibility</b> Explore shapes and actions to stretch their bodies.	<b>EYFS</b>	<b>Strength</b> Explore taking weight on different body parts.	<b>Mindfulness</b> Explore their own feelings in response to an activity or task.