



## Links to the PE National Curriculum

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

## Official Athletic Events

### Running

#### Sprinting

100m, 200m, 400m

#### Hurdles

#### Relay

#### Middle distance

800m, 1500m

#### Long distance

5,000, 10,000

#### Steeplechase

### Jumping

#### Long jump

Jump for distance

#### Triple jump

Jump for distance

#### High jump

Jump for height

#### Pole vault

Jump for height

### Throwing

#### Discus

Fling throw

#### Shot

Push throw

#### Hammer

Fling throw

#### Javelin

Pull throw

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**Speed** • **Accurately** • **Power** • **Personal Best**

**Determination** • **Further** • **Faster**

**Higher** • **Control** • **Strength** • **Pace**

## Key Skills: Physical

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



## Key Skills: S.E.T

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



## Teacher Glossary

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

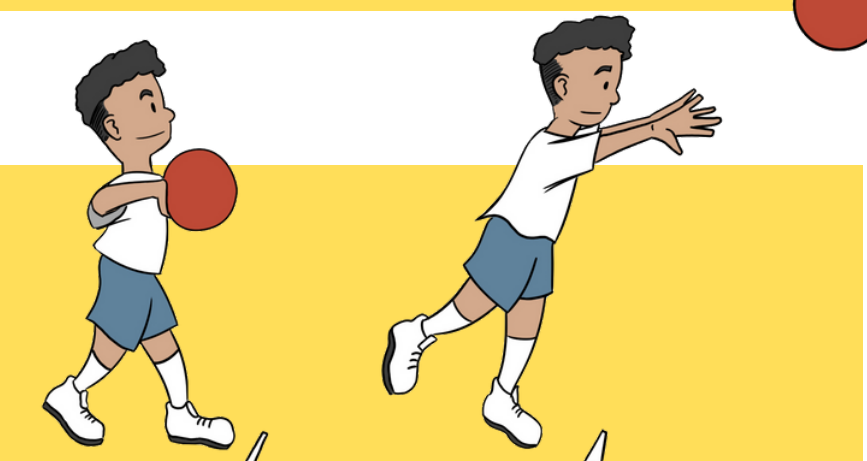
**Pull throw:** when the performer pulls the item through the air

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

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

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

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



# Where this unit sits

## Assessment Criteria

### Year 2

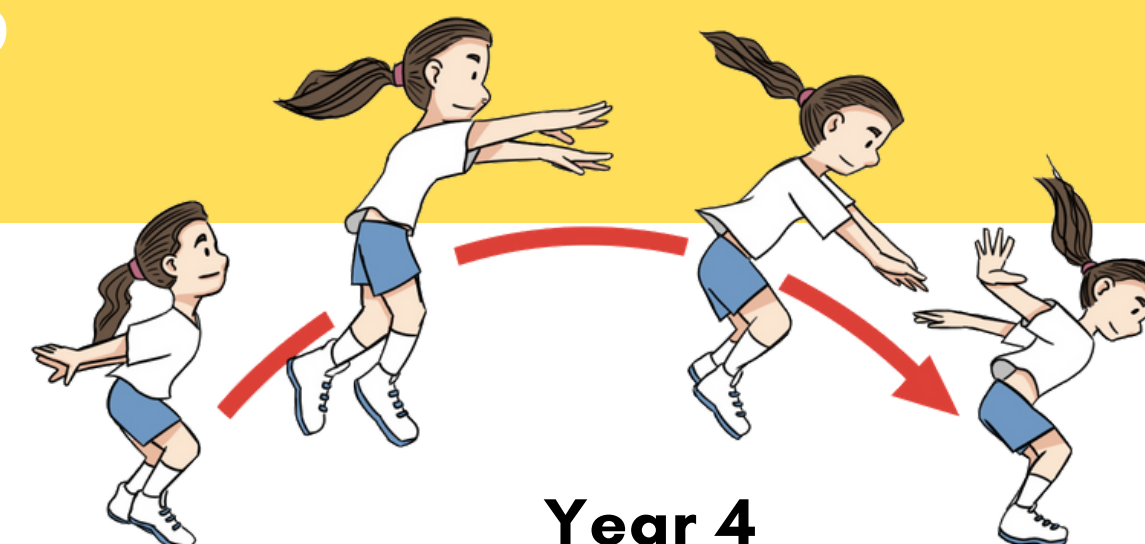
- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can link running and jumping movements with some control and balance.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and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

### Year 3

- I am developing jumping for distance and height.
- 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.
- I understand the benefits of exercise.
- I understand why it is important to warm up.

### Year 4

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



## Progression of Skills Ladder

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

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

Running	Running	Jumping
Develop an understanding of speed and pace in relation to distance..	Develop power and speed in the sprinting technique.	Develop technique when jumping for distance.

**Year 4**

Jumping	Throwing
Explore fluency and technique in the vertical jump.	Explore power and technique when throwing for distance in a pull throw.

Running	Running
Develop the sprinting technique and apply it to relay events.	Develop fluency and rhythm when running over obstacles.

**Year 3**

Jumping	Jumping	Throwing
Develop technique in a range of approaches and take off positions.	Develop jumping for height and safety on landing.	Explore the technique for a pull throw.

Running	Jumping
Develop the sprinting action. Explore rhythm when running over obstacles.	Develop jumping, hopping and skipping actions.

**Year 2**

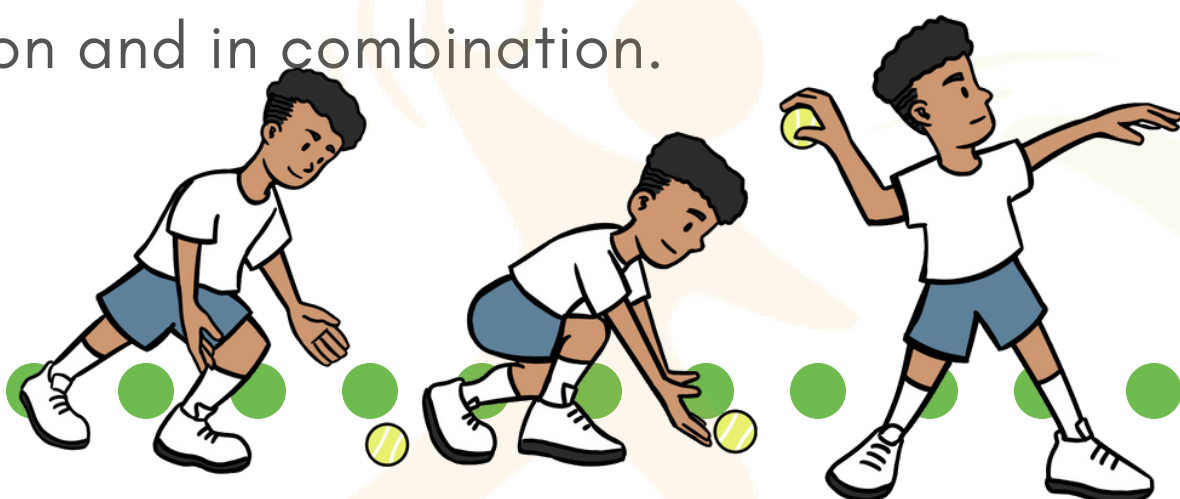
Jumping	Throwing
Explore safely jumping for distance and height.	Develop overarm throwing for distance.





## Links to the PE National Curriculum

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



## Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



## Key Skills: S.E.T

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

## Examples of games that use ball skills

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

## Year 3

- Track
- Shoulder
- Chest
- Bounce
- Overhead
- Receive
- Accurate

## Year 4

- Release
- Select
- Persevere
- Consistency
- Control
- Technique

## 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.

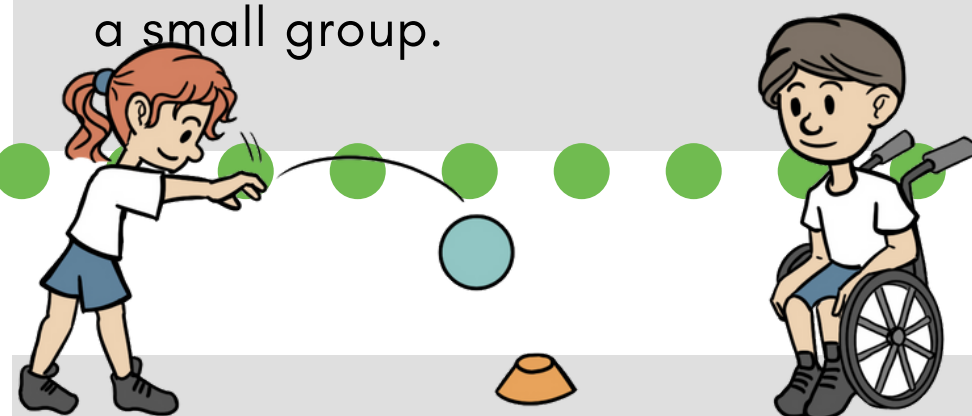
**Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can describe how my body feels during exercise.
- 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 track the path of a ball that is not sent directly to me.
- I can throw with accuracy and increasing consistency to a target.
- I can show a variety of throwing techniques.
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can share ideas and work with others to create a game.
- I can persevere when learning a new skill.
- I can provide feedback using key words.

### Year 4

- I can consistently track the path of a ball that is not sent directly to me.
- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can dribble a ball with increasing control and co-ordination.
- I can share ideas and work with others to create a game to develop a certain skill.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.

### Year 5

Assessment criteria for Invasion Net and Wall Striking and Fielding and Target Games units in Year 5

## Progression of Skills Ladder

### Sending

Demonstrate clear technique when sending a ball under pressure.

### Catching

Demonstrate good technique under pressure.

### Year 5

### Tracking

Demonstrate a range of techniques when tracking and collecting a ball.

### Dribbling

Dribble with some control under pressure.

### Sending

Accurately use a range of techniques to send a ball to a target.

### Catching

Catch different sized objects with increasing consistency with one and two hands.

### Year 4

### Tracking

Consistently track a ball sent directly and indirectly.

### Dribbling

Dribble a ball with increasing control and co-ordination.

### 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

- Develop catching a range of objects with two hands.
- Catch with and without a bounce.

### Year 2

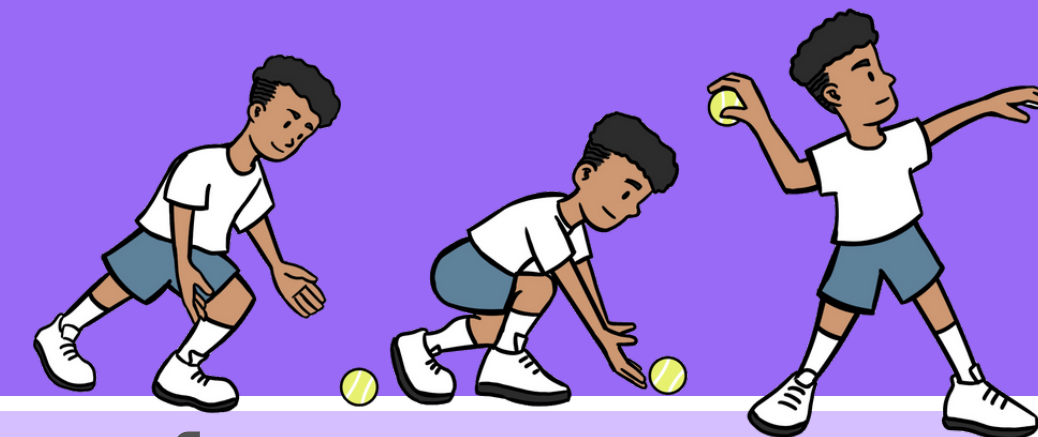
### Tracking

Consistently track and collect a ball being sent directly.

### Dribbling

Dribble a ball with hands and feet with some control.





## Links to the PE National Curriculum

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

### Key Skills: Physical

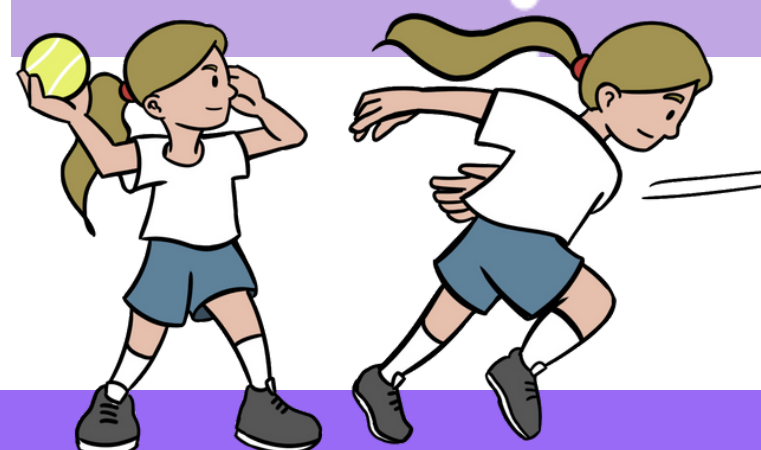
- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

### Key Skills: S.E.T

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

### Key principles of striking and fielding games

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



## A player is out if:

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 3 would use Year 3 and Year 4 vocabulary

### Year 3

- Strike
- Runs
- Wicket
- Wicket Keeper
- Fielding
- Batting
- Grip
- Bowl

### Year 4

- Stance
- Retrieve
- Two-handed pick up
- Technique
- Stumped
- Short Barrier

## Teacher Glossary

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

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

**Runs:** The unit of scoring.

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

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

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

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



# Where this unit sits



## Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- 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

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I understand the aim of the game and this shows in my performance.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

## Year 4

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

## Year 5

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

## Progression of Skills Ladder

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

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

<b>Striking</b> Explore defensive and driving hitting techniques and directional batting.	<b>Fielding</b> Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.	<b>Year 5</b>	<b>Throwing</b> Demonstrate clear technique when using a variety of throws under pressure.	<b>Catching</b> Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.
<b>Striking</b> Develop batting technique consistent with the rules of the game.	<b>Fielding</b> Develop bowling with some consistency, abiding by the rules of the game.	<b>Year 4</b>	<b>Throwing</b> Use overarm and underarm throwing with increased consistency in game situations.	<b>Catching</b> Beginning to catch with one and two hands with some consistency in game situations.
<b>Striking</b> Begin to strike a bowled ball using different equipment.	<b>Fielding</b> Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.	<b>Year 3</b>	<b>Throwing</b> Use overarm and underarm throwing in game situations.	<b>Catching</b> Catch with some consistency in game situations.
<b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.	<b>Fielding</b> Understand that there are different roles within a fielding team.	<b>Year 2</b>	<b>Throwing</b> Develop coordination and technique when throwing over and underarm.	<b>Catching</b> Catch with two hands with some coordination and technique.

# Knowledge Organiser: Dance Y3

## Links to the PE National Curriculum

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

## Performance Ideas

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

### Performing, some good ideas:

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

## Key Skills: Physical

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



## Key Skills: S.E.T

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Unison
- Explore
- Create
- Feedback
- Perform
- Timing
- Levels
- Flow
- Dynamics
- Expression
- Actions

## Teacher Glossary

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

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

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

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

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

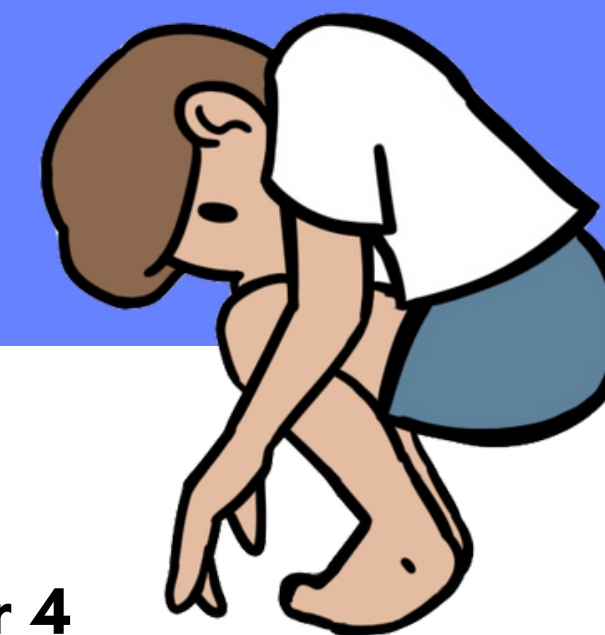
**Canon:** Performing movements one after the other.

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

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



# Where this unit sits



## Assessment Criteria

### 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.

### Year 3

- 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.
- I understand the benefits of exercise.

### Year 4

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

## Progression of Skills Ladder

<b>Actions</b> Respond imaginatively to a range of stimuli related to character and narrative.	<b>Dynamics</b> Change dynamics confidently within a performance to express changes in character.	<b>Year 4</b>	<b>Space</b> Confidently use changes in level, direction and pathway.	<b>Relationships</b> Use action and reaction to represent an idea.	<b>Performance</b> Perform complex dances that communicate narrative and character well, performing clearly and fluently.
<b>Actions</b> Create actions in response to a stimulus individually and in groups.	<b>Dynamics</b> Use dynamics effectively to express an idea.	<b>Year 3</b>	<b>Space</b> Use directions to transition between formations.	<b>Relationships</b> Develop an understanding of formations.	<b>Performance</b> Perform short, self-choreographed phrases showing and awareness of timing.
<b>Actions</b> Accurately remember, repeat and link actions to express an idea.	<b>Dynamics</b> Develop an understanding of dynamics.	<b>Year 2</b>	<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.





## Links to the PE National Curriculum

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

## Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



## Key Skills: S.E.T

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

## A player is 'out' when:

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

## Key Vocabulary:

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

**\*Year 4 would use Year 3 and Year 4 vocabulary**

## Year 3

- Throw
- Catch
- Possession
- Dodge
- Rules
- Court
- Block

## Year 4

- Communicate
- Defend
- Caught
- Opposition
- Attack
- Protect

## Teacher Glossary

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

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

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

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

# Where this unit sits



## Assessment Criteria

### Year 2

- I can use an underarm throw to hit a target with some success.
- I can use an overarm throw to hit a target with some success.
- I am beginning to select the appropriate throw for the target.
- I understand what good technique looks like and can use key words in the feedback I provide.
- I can describe how my body feels during exercise.
- I can work co-operatively with a partner and a small group.

### Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### Year 4

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

### Year 5

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

## Progression of Skills Ladder

Other units that progress into this activity:

Games  
Ball Skills  
Fundamentals  
Target Games  
Sending & Receiving

<b>Throwing</b> Demonstrate clear technique when throwing under pressure.	<b>Catching</b> Demonstrate good technique and consistency in catching skills under pressure.	Year 5	<b>Striking (Golf)</b> Develop a wider range of striking techniques and begin to use them under pressure.
<b>Throwing</b> Throw with increasing accuracy and success in game situations.	<b>Catching</b> Catch with increasing consistency in game situations.	Year 4	<b>Striking (Golf)</b> Explore striking techniques appropriate to the situation.
<b>Throwing</b> Explore throwing at a moving target.	<b>Catching</b> Build the confidence to attempt catching in game situations.	Year 3	<b>Striking (Golf)</b> Begin to explore striking a ball with sport specific equipment.
<b>Throwing Overarm</b> Develop coordination and technique when throwing overarm at a target.		Year 2	<b>Throwing Underarm</b> Develop coordination and technique when throwing underarm at a target.



# Knowledge Organiser: Gymnastics Y3

## Links to the PE National Curriculum

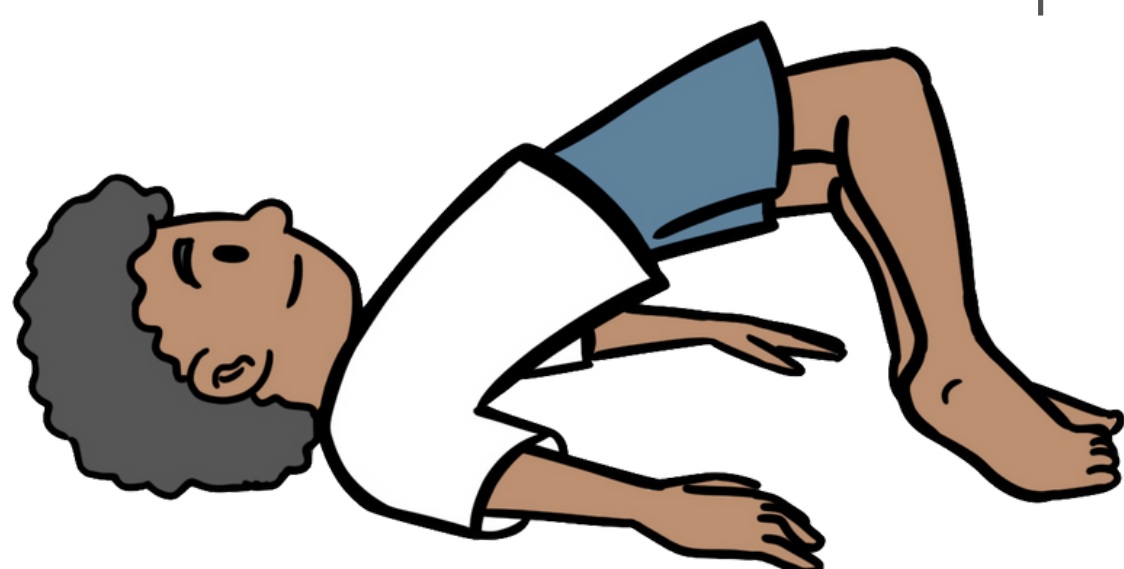
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and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

## Key Skills: Physical

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

## Key Skills: S.E.T

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



## Ways to improve a sequence

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

• Matching • Contrasting • Sequence

• Direction • Interesting • Flow

• Explore • Control • Shape • Create

## Teacher Glossary

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

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

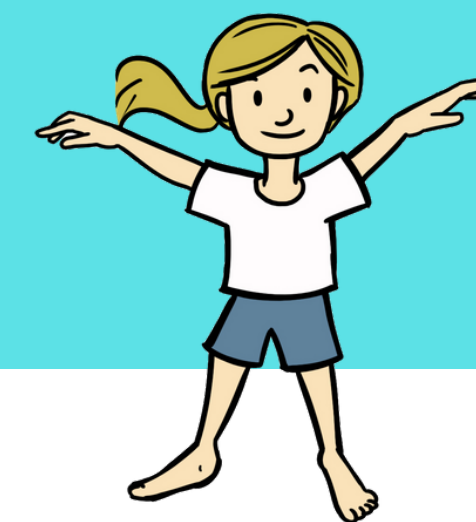
**Point balance:** A balance on a small body part e.g. hands, elbows, feet.

**Patch balance:** A balance on a large body part e.g. back, stomach, bottom.

**Sequence:** A number of actions linked together.

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

# Where this unit sits



## Assessment Criteria

### 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.

### 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 understand the benefits of exercise.
- 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.

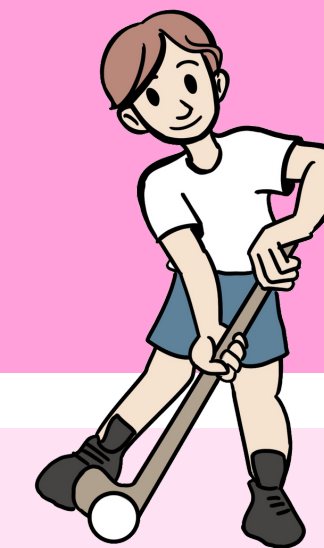
### Year 4

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

## Progression of Skills Ladder

<b>Shapes</b> Develop the range of shapes they use in their sequences.	<b>Inverted movements</b> Develop strength in bridge and shoulder stand.	<b>Balances</b> Develop control and fluency in individual and partner balances.	<b>Year 4</b>	<b>Rolls</b> Develop the straight, barrel, forward and straddle roll and perform with increased control.	<b>Jumps</b> Develop control in performing and landing rotation jumps.
<b>Shapes</b> Explore matching and contrasting shapes.	<b>Balances</b> Explore point and patch balances and transition smoothly into and out of them.		<b>Year 3</b>	<b>Rolls</b> Develop the straight, barrel, and forward roll.	<b>Jumps</b> Develop stepping into shape jumps with control.
<b>Shapes</b> Explore using shapes in different gymnastic balances.	<b>Balances</b> Remember, repeat and link combinations of gymnastic balances.		<b>Year 2</b>	<b>Rolls</b> Explore barrel, straight and forward roll and put into sequence work.	<b>Jumps</b> Explore shape jumps and take off combinations.





## Links to the PE National Curriculum

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

## Key Skills: Physical

- Passing
- Dribbling
- Receiving
- Intercepting
- Tackling

## Key Skills: S.E.T

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

### Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

### Year 3

- Dribble
- Receiver
- Possession
- Attack
- Shoot
- Grip
- Interception
- Defence

### Year 4

- Opponent
- Trapping the ball
- Mark
- Opposition
- Obstruction
- Push pass

## Teacher Glossary

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

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

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

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

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

# Where this unit sits

## Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

**Year 2**

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can move with a ball towards goal with increasing control.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

**Year 3**

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

**Year 4**

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

**Year 5**

## Progression of Skills Ladder

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

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

<b>Sending &amp; receiving</b> Develop control when S&R under pressure.	<b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.	<b>Year 5</b>	<b>Attacking</b> Explore creating tactics with others and applying them to game situations.	<b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.	<b>Space</b> Move to create space for themselves and others in their team.
<b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.	<b>Dribbling</b> Develop control whilst dribbling under pressure.	<b>Year 4</b>	<b>Attacking</b> Develop decision making around when to pass and when to shoot.	<b>Defending</b> Develop defending one on one and know when to win the ball.	<b>Space</b> Move into space to help their team keep possession and score goals.
<b>Sending &amp; receiving</b> Explore S&R abiding by the rules of the game.	<b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.	<b>Year 3</b>	<b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	<b>Defending</b> Track opponents to limit their scoring opportunities.	<b>Space</b> Develop moving with a ball towards goal with some control.
<b>Sending &amp; receiving</b> Developing S&R with increased control.	<b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.	<b>Year 2</b>	<b>Attacking</b> Developing moving into space away from defenders.	<b>Defending</b> Explore staying close to other players to try and stop them getting the ball.	<b>Space</b> Explore moving with a ball towards goal.



# Knowledge Organiser: OAA Year 3 and Year 4

## Links to the PE National Curriculum

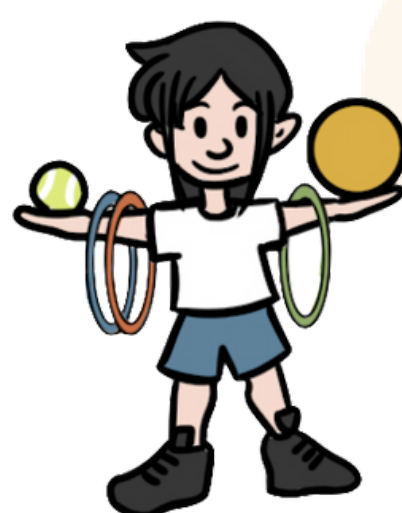
- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

### Key Skills: Physical

- Balance
- Running

### Key Skills: S.E.T

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



## Why OAA?

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

### Top tips for teaching Team Building:

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**\*Year 4 would use Year 3 and Year 4 vocabulary**

### Year 3

- Navigate
- Grid
- Plan
- Rules
- Route
- Discuss
- Trust

### Year 4

- Collaborate
- Symbol
- Orientate
- Inclusive
- Effectively

## Teacher Glossary

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

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

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

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

# Where this unit sits



## Assessment Criteria

### 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.

### Year 4

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

### Year 5

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

## Progression of Skills Ladder

Other units that progress into this activity are:

Games  
Team Building  
Introduction to PE

<b>Problem Solving</b> Explore tactical planning within a team to overcome increasingly challenging tasks.	<b>Navigational Skills</b> Develop navigational skills and map reading in increasingly challenging tasks including map orientation.	Year 5	<b>Communication</b> Explore a variety of communication methods with increasing success.	<b>Reflection</b> Reflect on when they were successful at solving challenges and alter their methods in order to improve.
<b>Problem Solving</b> Plan independently and in small groups, implementing a strategy with increased success	<b>Navigational Skills</b> Identify key symbols on a map and use a key to help navigate around a grid.	Year 4	<b>Communication</b> Confidently communicate ideas and listen to others.	<b>Reflection</b> With increased accuracy, critically reflect on when and why they were successful at solving challenges.
<b>Problem Solving</b> Can plan and implement strategies to solve problems.	<b>Navigational Skills</b> Developing map reading skills.	Year 3	<b>Communication</b> Can follow and give instructions and are accepting of other peoples' ideas.	<b>Reflection</b> Can reflect on when and why they were successful at solving challenges.
<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.	Year 2	<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.





## Links to the PE National Curriculum

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

## Key Skills: Physical

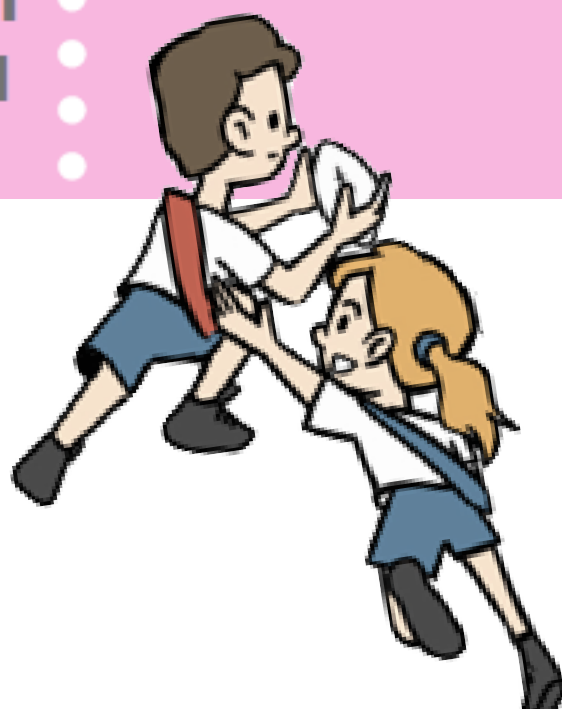
- Passing
- Catching
- Dodging
- Tagging
- Scoring

## Key Skills: S.E.T

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

## Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

## Year 3

Defence • Receiver • Possession • Attack  
Tag • Try • Score • Mark • Dodge

## Year 4

Opponent • Onside • Offside  
Opposition • Outwit

## Teacher Glossary

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

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

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

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

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

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



# Where this unit sits

## Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

**Year 2**

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

**Year 3**

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

**Year 4**

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

**Year 5**

## Progression of Skills Ladder

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

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

<b>Sending &amp; receiving</b> Develop control when S&R under pressure.	<b>Dribbling</b> Select and apply a variety of dribbling techniques to game situations.	<b>Year 5</b>	<b>Attacking</b> Explore creating tactics with others and applying them to game situations.	<b>Defending</b> Develop tracking and marking with a variety of techniques and increased success.	<b>Space</b> Move to create space for themselves and others in their team.
<b>Sending &amp; receiving</b> Develop passing to a teammate using a variety of techniques appropriate to the game.	<b>Dribbling</b> Develop control whilst dribbling under pressure.	<b>Year 4</b>	<b>Attacking</b> Develop decision making around when to pass and when to shoot.	<b>Defending</b> Develop defending one on one and know when to win the ball.	<b>Space</b> Move into space to help their team keep possession and score goals.
<b>Sending &amp; receiving</b> Explore S&R abiding by the rules of the game.	<b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.	<b>Year 3</b>	<b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	<b>Defending</b> Track opponents to limit their scoring opportunities.	<b>Space</b> Develop moving with a ball towards goal with some control.
<b>Sending &amp; receiving</b> Developing S&R with increased control.	<b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.	<b>Year 2</b>	<b>Attacking</b> Developing moving into space away from defenders.	<b>Defending</b> Explore staying close to other players to try and stop them getting the ball.	<b>Space</b> Explore moving with a ball towards goal.