



## Links to the PE National Curriculum

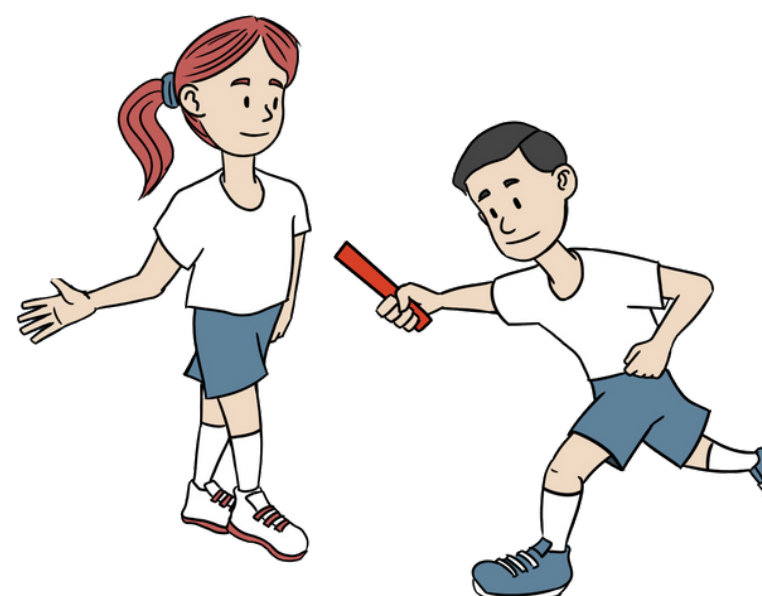
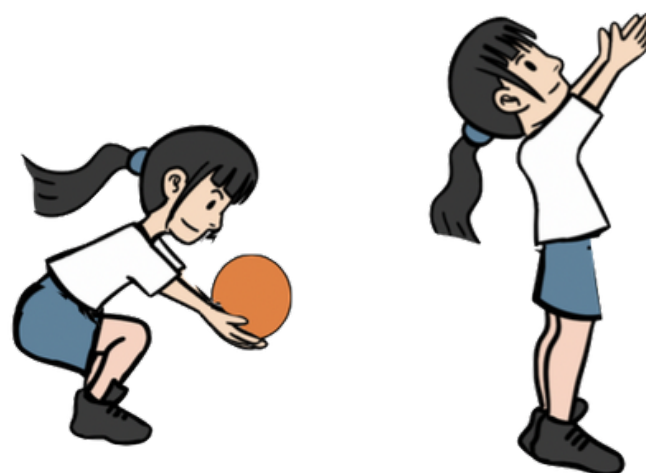
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation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

### Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance

### Key Skills: S.E.T

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



## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
800m, 1500m  
**Long distance**  
5,000, 10,000  
**Steeplechase**

### Jumping

**Long jump**  
Jump for distance  
**Triple jump**  
Jump for distance  
**High jump**  
Jump for height  
**Pole vault**  
Jump for height

### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**Stamina • Speed • Pace • Technique**

**Determination • Perseverance • Officiate**

**Power • Accuracy • Personal Best • Flight**

## Teacher Glossary

**Stamina:** the ability to sustain prolonged physical or mental effort

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

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

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

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

# Where this unit sits



## Assessment Criteria

### 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.

### Year 5

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

## Progression of Skills Ladder

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

Ball Skills

Fundamentals

Games

#### Running

Apply fluency and coordination when running for speed in relay changeovers.

#### Running

Effectively apply speeds appropriate for the event.

#### Jumping

Develop power, control and consistency in jumping for distance.

### Year 5

#### Jumping

Explore technique and rhythm in the triple jump.

#### Throwing

Develop technique and power in javelin and shot put.

#### Running

Develop an understanding of speed and pace in relation to distance.

#### Running

Develop power and speed in the sprinting technique.

#### Jumping

Develop technique when jumping for distance.

### Year 4

#### Jumping

Explore fluency and technique in the vertical jump.

#### Throwing

Explore power and technique when throwing for distance in a pull throw.

#### Running

Develop the sprinting technique and apply it to relay events.

#### Running

Develop fluency and rhythm when running over obstacles.

### Year 3

#### Jumping

Develop technique in a range of approaches and take off positions.

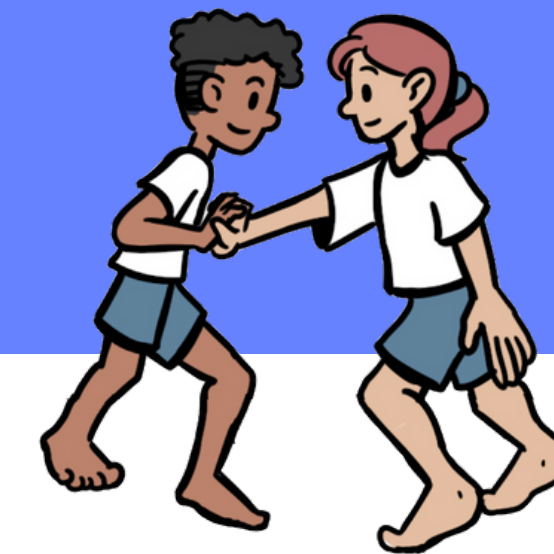
#### Jumping

Develop jumping for height and safety on landing.

#### Throwing

Explore the technique for a pull throw.





## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

### Key Vocabulary:

Encourage pupils to use this language in your lessons.

• Space • Action • Levels • Timing

• Reaction • Performance • Dynamics

• Unison • Represent • Expression

## Performance Ideas

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

### Performing, some good ideas:

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

## Teacher Glossary

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

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

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

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

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

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

**Action and reaction:** One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

**Space:** The 'where' of movement such as levels, directions, pathways, shapes.

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

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

# Where this unit sits



## Assessment Criteria

### 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.

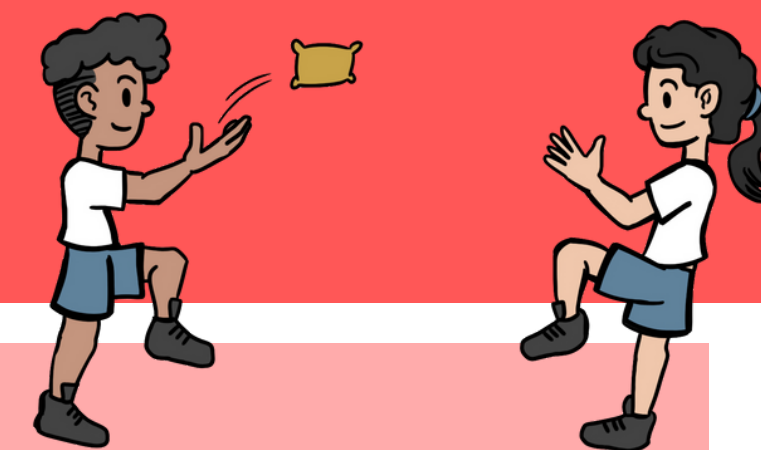
### Year 5

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

## Progression of Skills Ladder

<b>Actions</b> Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.	<b>Dynamics</b> Confidently use dynamics to express different dance styles.	<b>Year 5</b>	<b>Space</b> Use direction and patterning to express different dance styles.	<b>Relationships</b> Confidently use formations, canon and unison to express a dance idea.	<b>Performance</b> Perform dances expressively, using a range of performance skills, showing accuracy and fluency.
<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.





## Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

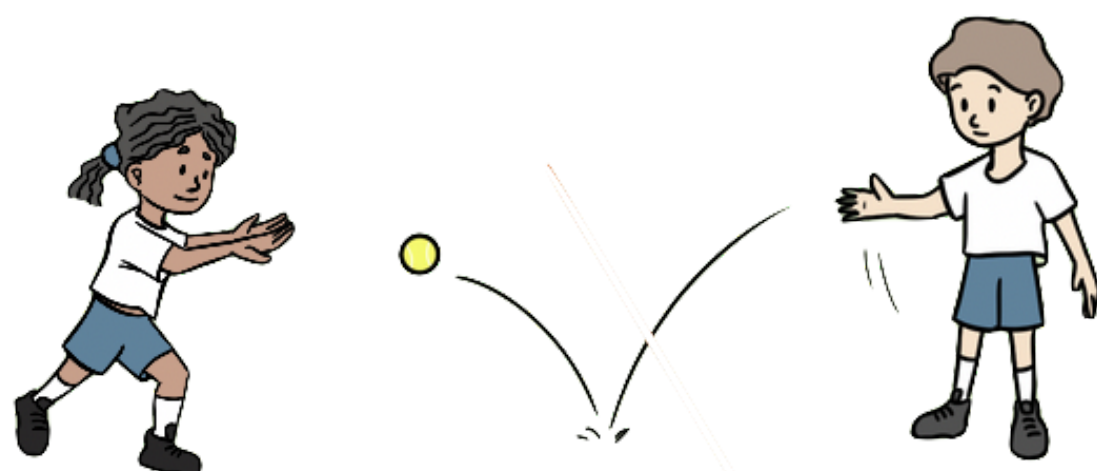
\*Year 4 would use Year 3 and Year 4 vocabulary

## Key Skills: Physical

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

## Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



## Year 3

- Fitness • Speed • Strength
- Balance • Pace • Control • Steady

## Year 4

- Agility • Technique • Stamina
- Coordination • Muscle • Progress

## Teacher Glossary

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

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

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

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

**Power:** Speed and strength combined.

# Where this unit sits



## Assessment Criteria

### Year 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.

### Year 4

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

### Year 5

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

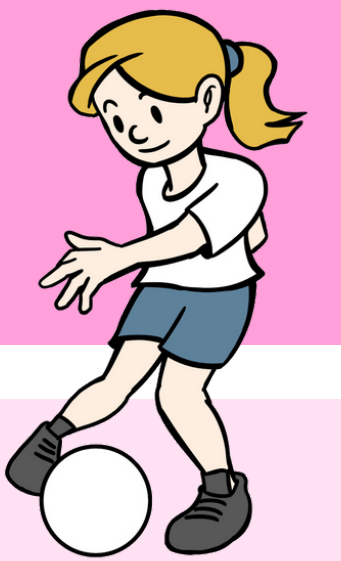
## Progression of Skills Ladder

Other units that progress into this activity are:

**Gymnastics**  
**Fundamentals**

<b>Agility</b> Demonstrate improved body posture and speed when changing direction.	<b>Balance</b> Change their body position to maintain a controlled centre of gravity.	<b>Coordination</b> Demonstrate increased speed when coordinating their bodies.	<b>Year 5</b>	<b>Speed</b> Identify the best pace for a set distance or time.	<b>Strength</b> Demonstrate increased technique in body weight exercises.	<b>Stamina</b> Use their breath to increase their ability to move for sustained periods of time.
<b>Agility</b> Show balance when changing direction at speed.	<b>Balance</b> Show control whilst completing activities which challenge balance.	<b>Coordination</b> Explore increased speed when coordinating their bodies.	<b>Year 4</b>	<b>Speed</b> Demonstrate improved sprinting technique.	<b>Strength</b> Identify activities which help to strengthen different muscle groups.	<b>Stamina</b> Demonstrate using their breath to maintain their work rate.
<b>Agility</b> Show balance when changing direction.	<b>Balance</b> Explore more complex activities which challenge balance.	<b>Coordination</b> Can coordinate their bodies with increased consistency in a variety of activities.	<b>Year 3</b>	<b>Speed</b> Explore sprinting technique.	<b>Strength</b> Explore building strength in different muscle groups.	<b>Stamina</b> Explore using their breath to increase their ability to work for longer periods of time.
<b>Agility</b> Demonstrate improved technique when changing direction on the move.	<b>Balance</b> Demonstrate increased balance whilst travelling along and over equipment.	<b>Coordination</b> Perform actions with increased control when coordinating their body with and without equipment.	<b>Year 2</b>	<b>Speed</b> Can demonstrate running at different speeds.	<b>Strength</b> Demonstrate increased control in body weight exercises.	<b>Stamina</b> Show an ability to work for longer periods of time.





## Links to the PE National Curriculum

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

### Key Skills: Physical

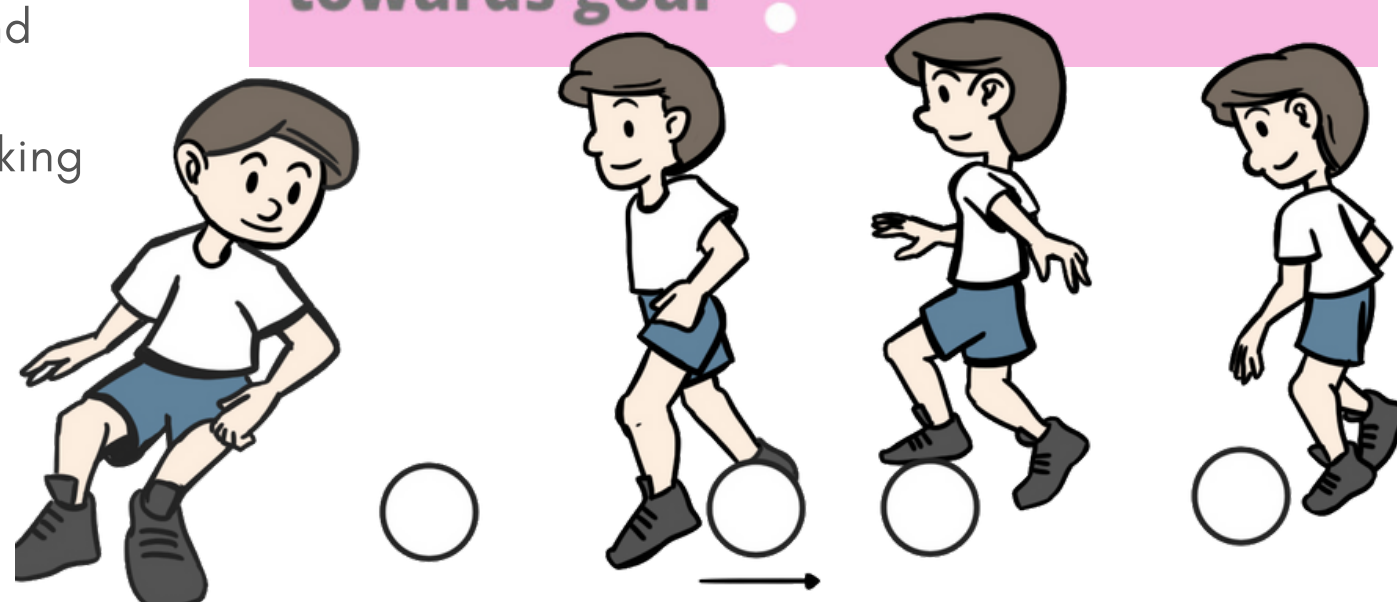
- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

### Key Skills: S.E.T

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

### Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

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

### Year 3

• Dribbling • Defender • Control • Outside  
• Goal keeper • Attacker • Inside • Possession

### Year 4

• Opponent • Communicate • Tackle  
• Opposition • Tracking • Available

## Teacher Glossary

**Interception:** intercepting a pass made by an opposing player

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

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

**Getting free:** when an attacking player moves to lose their defender

**Foul:** an act by a player that breaks the rules of the game

**Throw in:** A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball



# Where this unit sits

## Assessment Criteria

- I am 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 honestly and 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 and intercepting when playing in defence.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

## 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: Gymnastics Y4

## 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 and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

## Key Skills: S.E.T

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



## Ways to improve a sequence

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- |                    |                   |                    |
|--------------------|-------------------|--------------------|
| • <b>Technique</b> | • <b>Quality</b>  | • <b>Sequence</b>  |
| • <b>Perform</b>   | • <b>Rotation</b> | • <b>Extension</b> |
| • <b>Apparatus</b> | • <b>Inverted</b> | • <b>Shape</b>     |

## 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.
- Pathway:** Designs traced in space (on the floor or in the air).
- Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- 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 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.

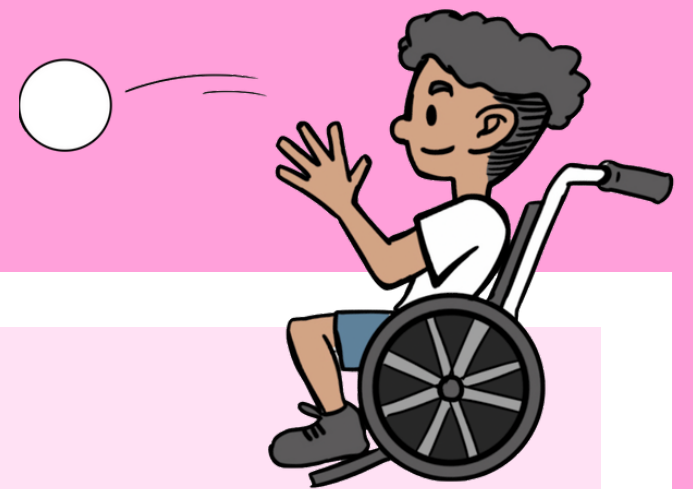
### Year 5

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

## 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 5</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> 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.





## 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
- Footwork
- Intercepting
- Shooting
- Dodging

### Key Skills: S.E.T

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



## Key Rules

- **Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- **Contact:** A player is not allowed to contact an opponent.
- **Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

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

### Year 3

- Footwork
- Receiver
- Possession
- Attack
- Pivot
- Landing foot
- Interception
- Defence

### Year 4

- Opponent
- Rebound
- Contact
- Opposition
- Obstruction
- Mark

## Teacher Glossary

**Interception:** catching a pass made by an opposing player

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

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

**Getting free:** when an attacking player moves to lose their defender

**Rebound:** is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play

# Where this unit sits

## Assessment Criteria

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

**Year 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, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

**Year 5**

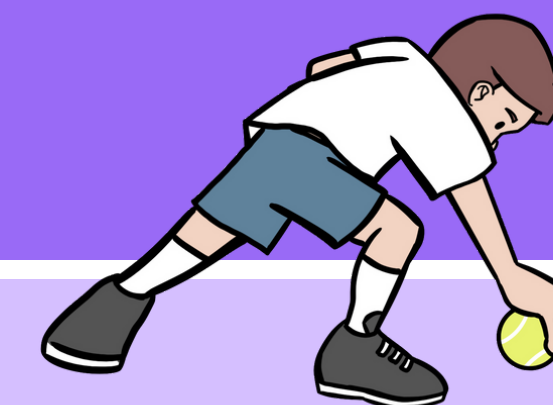
## Progression of Skills Ladder

**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>Attacking</b> Explore creating tactics with others and applying them to game situations.	<b>Year 5</b>	<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>Attacking</b> Develop decision making around when to pass and when to shoot.	<b>Year 4</b>	<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>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	<b>Year 3</b>	<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>Attacking</b> Developing moving into space away from defenders.	<b>Year 2</b>	<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.





## 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.

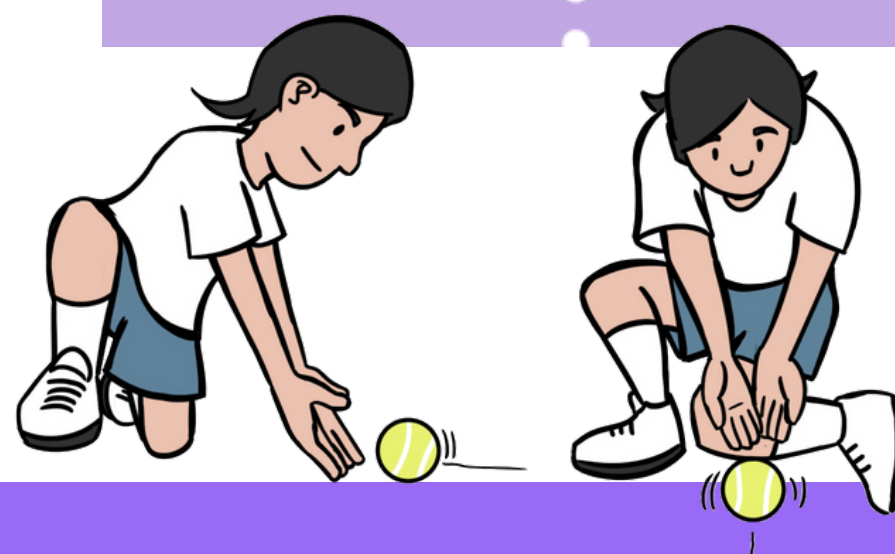
### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making

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



### Scoring:

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

## How to score:

## A player is out if:

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

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

### Year 3

- Strike
- Rounder
- Backstop
- Fielding
- Batting
- Post
- 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.

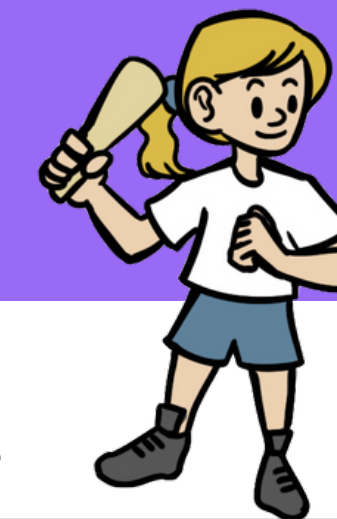
**Batter:** A player on the batting team.

**Rounder:** The unit of scoring.

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

**Backstop:** The player on the fielding side who stands behind the live batter.

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

## Year 5

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

## 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: Tennis Y4

## Links to the PE National Curriculum

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

### Key Skills: Physical

- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics

### Key principles of net and wall games

#### Attacking

#### Defending

#### Score points

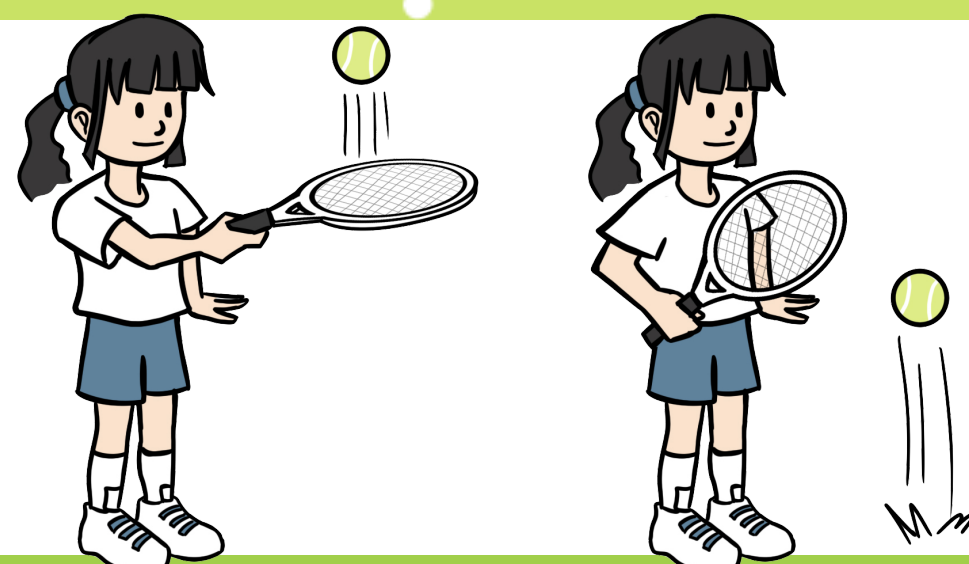
#### Limit points

#### Create space

#### Deny space

#### Placement of an object

#### Consistently return an object



## How to win a point

### A player wins a point when :

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Ready position
- Return
- Serve
- Rally
- Control
- Opponent
- Forehand
- Backhand

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

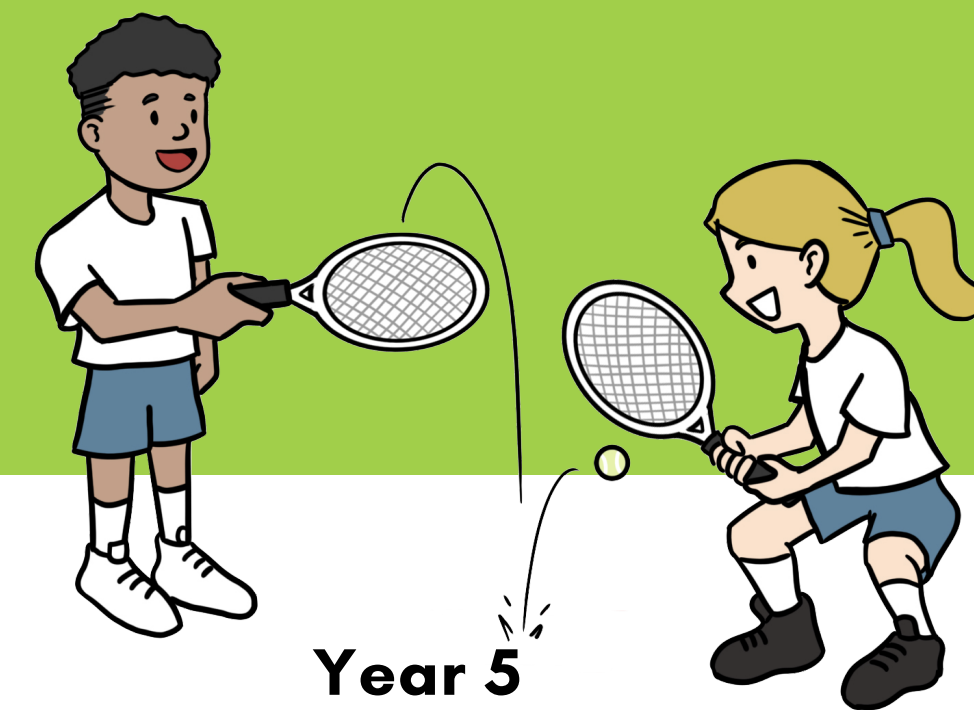
**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Ace:** A serve that is a winner without the receiving player able to return the ball.

**Baseline:** The line indicating the back of the court.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

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

### Year 5

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

## Progression of Skills Ladder

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

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

<b>Shots</b> Develop the range of shots used in the games they play.	<b>Serving</b> Develop their range of serving techniques appropriate to the game they are playing.	<b>Year 5</b>	<b>Rallying</b> Use a variety of shots to keep a continuous rally.	<b>Footwork</b> Demonstrate effective footwork patterns to move around the court.
<b>Shots</b> Demonstrate increased technique when using shots both cooperatively and competitively.	<b>Serving</b> Develop technique in serving underarm with increased consistency.	<b>Year 4</b>	<b>Rallying</b> Develop rallying using both forehand and backhand with increased technique.	<b>Footwork</b> Begin to use appropriate footwork patterns to move around the court.
<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.





## Links to the PE National Curriculum

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

- Pupils should be taught to develop flexibility, strength, technique, control and balance.

## Top Tips for Teachers

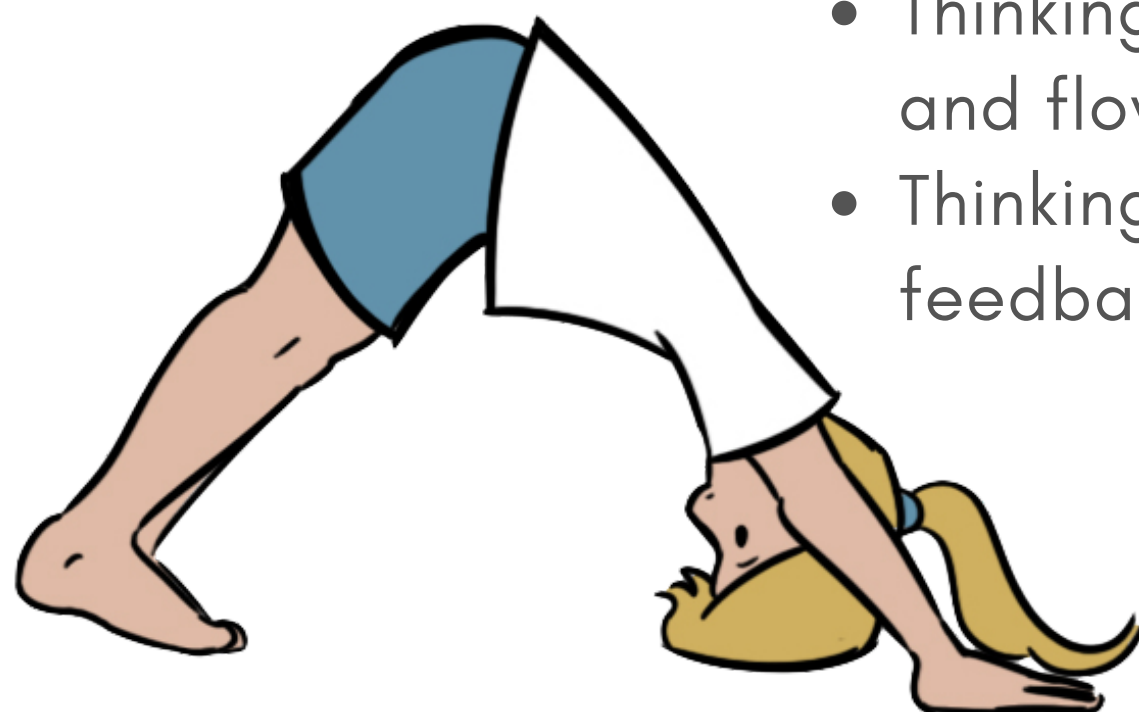
- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is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

## Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

## Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback



## Key Vocabulary:

Encourage pupils to use this language in your lessons.

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

<b>Year 3</b>	• Strength	• Technique	• Link
	• Flexibility	• Perform	• Try

<b>Year 4</b>	• Stable	• Mindfulness	• Down Dog
	• Control	• Grounded	• Relax

## Teacher Glossary

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

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

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

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

# Where this unit sits



## Assessment Criteria

### Year 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.

### Year 4

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

### Year 5

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

## Progression of Skills Ladder

Other units that progress into this activity are:

**Fundamentals**  
**Gymnastics**

#### Balance

Use their breath to maintain balance within a pose.

#### Flexibility

Develop flexibility by connecting their movement with their breath.

### Year 5

#### Strength

Demonstrate increased control and strength when in and transitioning between poses.

#### Mindfulness

Understand that there are methods they can use to control how they feel.

#### Balance

Explore using their breath to maintain balance within a pose.

#### Flexibility

Demonstrate increased extension in their poses.

### Year 4

#### Strength

Demonstrate increased control and strength when in a pose.

#### Mindfulness

Can engage with mindfulness activities with increased focus.

#### Balance

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

#### Flexibility

Explore poses and movement in relation to their breath.

### Year 3

#### Strength

Explore arm balances with some control.

#### Mindfulness

Develop their ability to stay still and keep their focus.

#### Balance

Remember, copy, and repeat sequences of linked poses.

#### Flexibility

Show increased awareness of extension in poses.

### Year 2

#### Strength

Demonstrate increased control in performing poses.

#### Mindfulness

Explore controlling their focus and sense of calm.