



Get Set 4 PE

# Knowledge Organiser: Football Year 5 and Year 6

## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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

## Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

- control
- intercepting
- consistently
- pressure
- possession
- tactics
- possession
- conceding
- foul
- outwit
- opponent
- tracking
- outwit
- touch

## 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 line, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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

## Key Vocabulary:

- levels • actions • formation • timing
- relationship • performance • expression
- unison • posture • dynamics • canon

## Performance Ideas

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

### Performing, some good ideas:

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

## Teacher Glossary

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

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

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

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

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

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

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

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

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

**Canon:** Performing the same movement, motif or phrase one after the other.



Get Set 4 P.E.

# Knowledge Organiser: Basketball Year 5 and Year 6



## Links to the PE National Curriculum

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

## Key Rules

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

## Key Vocabulary:

- referee
- double dribble
- tactics
- set shot
- foul
- set shot
- possession
- conceding
- traveling
- jump shot
- opponent
- rebound
- outwit

## Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting

## Key Skills: S.E.T

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

## Key principles of invasion games

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



## 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
- V dribble:** dribbling the ball from one hand to the other usually used to get past a defender
- Protective dribbling:** when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non-dribbling arm out
- Foul:** when a player contacts an opponent



# Knowledge Organiser: Gymnastics Y5



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## Ways to improve a sequence

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

## Key Vocabulary:

- symmetrical
- asymmetrical
- extension
- rotation
- synchronisation
- canon
- inverted
- progression
- aesthetics

## Teacher Glossary

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

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

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

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

**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

**Canon:** When performers complete the same physical action one after the other.

**Synchronisation:** When performers complete the same physical action at the same time.



# Knowledge Organiser: Hockey Year 5 and Year 6



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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

### Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

- obstruction
- conceding
- block tackle
- trapping the ball
- possession
- attack
- support
- interception
- jab tackle
- consistently
- bully off
- defence

## Teacher Glossary

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

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

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

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

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



Get Set 4 PE.

# Knowledge Organiser: Handball Year 5 and Year 6



## Links to the PE National Curriculum

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

## Key Rules

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

## Key Vocabulary:

- pressure
- delay
- control
- tactics
- support
- release
- angle
- reaction
- principle
- inclusion
- create
- close down
- transfer

## Key Skills: Physical

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

## Key Skills: S.E.T

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

## Key principles of invasion games

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



## Teacher Glossary

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

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

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

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

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



# Knowledge Organiser: Tennis Y5



## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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

## Key principles of net and wall games

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

## 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:

ready position • return • serve • outwit

control • opponent • forehand • backhand

volley • co-operatively • continuously

## Teacher Glossary

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

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

**Volley:** When a player hits the ball before it bounces on the floor.

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

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

**Service line:** The line that the ball must bounce before when serving.

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



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



## A player is 'out' when:

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

## Key Vocabulary:

- |                |              |                  |
|----------------|--------------|------------------|
| • pressure     | • tactics    | • opponent       |
| • officiate    | • referee    | • fair play      |
| • consistently | • outwit     | • sportsmanship  |
| • support      | • tournament | • co-operatively |

## Teacher Glossary

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

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

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

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





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

### Key Skills: S.E.T

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



## 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 Leg Before the Wicket when the ball is travelling towards the wicket.

## Key Vocabulary:

- strike
- batting
- wicket keeper
- fielding
- wicket
- tracking
- consistently
- tracking
- retrieve
- support
- obstruction

## Teacher Glossary

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

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

**Runs:** The unit of scoring.

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

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

**Innings:** One player's or one team's turn to bat (or bowl).

**An over:** The delivery of six consecutive legal balls by one bowler.

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



# Knowledge Organiser: Athletics Y5



## Links to the PE National Curriculum

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

## Key Skills: Physical

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

## Key Skills: S.E.T

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



## 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:

- technique • compete • continuous pace • flight
- determination • personal best • momentum • stride
- downsweep • upsweep • officiate • rhythm

## Teacher Glossary

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

**Downsweep:** in relay when the performer passes the baton in a downward action

**Upsweep:** when the performer passes the baton in an upward action

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

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

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

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

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

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



Get Set 4 P.E.

# Knowledge Organiser: Rounders Year 5 and Year 6



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



### 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:

- strike
- fielding
- co-operatively
- consistently
- pressure
- batting
- retrieve
- overtake
- outwit
- backing up
- continuous
- consecutive
- obstruction

### Teacher Glossary

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

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

**Rounder:** The unit of scoring.

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

**Backstop:** The player on the fielding side who stands behind the live batter (the batter who is batting).

## Links to the PE National Curriculum

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

## Why OAA?

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

### Top tips for teaching Team Building:

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

## Key Skills: Physical

- Stamina
- Running

## Key Skills: S.E.T

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

## Key Vocabulary:

- |                     |                |              |
|---------------------|----------------|--------------|
| • tactical          | • orienteering | • leader     |
| • control card      | • navigation   | • orientate  |
| • critical thinking | • location     | • strategy   |
| • co-operatively    | • Symbol       | • boundaries |



## Teacher Glossary

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

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

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

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

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

