



## 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 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. Players can lift their landing foot from the ground but cannot place it back down. Encourage players to keep their landing foot on the ground, the other foot may then 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:

- rebound
- possession
- attack
- contact
- obstruction
- defend
- contest
- conceding
- interception
- consecutive
- consistently
- turnover

## Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

## Key Skills: S.E.T

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



## Teacher Glossary

- Possession:** when a team has the ball they are in possession
- Interception:** catching a pass made by an opposing player
- Turnover:** when a team not in possession of the ball gains possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play



## 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
- Headstand
- Vault

### Key Skills: S.E.T

- Social: Responsibility
- 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:

- momentum • counter balance • aesthetics
- formation • synchronisation • stability
- inverted • progression • counter tension

## Teacher Glossary

**Counter balance:** A balance where a person uses another person's weight to stay balanced by pushing against them.

**Counter tension:** A balance where a person uses another person's weight to stay balanced by pulling away from them.

**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.

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

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

**Formation:** Where you are in the space in relation to others.



## 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, emotion, transitions, matching & mirroring



### Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

### Key Vocabulary:

- levels • actions • formation • timing
- phrase • performance • expression
- unison • posture • dynamics • canon
- choreograph • contrast • structure

## 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.
- Structure:** The way in which a dance is ordered or organised.
- Phrase:** A short sequence of linked movements.



## 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

- Throwing
- Catching
- Running
- Dodging
- 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
- Thinking: Selecting and applying skills



## 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:

- |             |              |             |
|-------------|--------------|-------------|
| • defence   | • onside     | • offside   |
| • opponent  | • possession | • attack    |
| • formation | • dictate    | • shut down |
| • pressure  | • turnover   | • support   |
| • receiver  |              |             |

## 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

**Formation:** The position in which a team stands

**Shut down:** When a defending player shuts down or limits the space or movement of the attacker

**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



Get Set 4 P.E.

# Knowledge Organiser: Tennis Y5



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## 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

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### Key Skills: Physical

- Ready position
- Grip
- Forehand
- Backhand
- Serve
- Footwork

### Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development



## How to score

- A match consists of the best of 3 games of 21 points per game.
- Every time there is a serve, there is a point scored.

### A player wins a point when :

- Opponent hits the shuttlecock into the net.
- Opponent hits the shuttlecock out of the court area.
- Opponent misses the shuttlecock and it lands on the floor in the court area.



## Key Vocabulary:

- backhand
- forehand
- rally
- ready position
- opponent
- control
- co-operatively
- return
- defensive
- attacking
- ready position
- outwit
- serve
- attacking
- continuously

## Teacher Glossary

**Head face:** The head face of the racket is the part with the strings on, it is used to hit the shuttlecock.

**Chasse:** A chasse step allows a player to move and cover a short distance efficiently on the court.

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

**Follow through:** Describes the path of the racket following it's contact with the shuttle. It is an important technique of producing controlled strokes.

**Defence:** Playing defensively generally means hitting shots upwards and lofty as it gives players time to recover.

**Forecourt:** The forecourt area is the front third of the court. It is the region between the short service line and the net.

**Backcourt:** The backcourt area is the section around the boundary lines in the back third of the court.



## 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...

- How does exercise affect our body?
- Can you describe what happens in your body when you warm up?
- Can you identify other activities that can increase stamina, strength, agility and flexibility?
- What muscles can you feel working during the different activities you do?

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- |                  |             |           |
|------------------|-------------|-----------|
| • agility        | • technique | • speed   |
| • balance        | • control   | • power   |
| • generate force | • strength  | • analyse |
| • continuous     | • stamina   | • measure |
| • co-ordination  | • component | • record  |

## Key Skills: Physical

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

## Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



## 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.

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### Key Skills: Physical

- Ready position
- Serve
- Volley
- Set
- Dig

### Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development

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



## A rally is won when:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The ball lands outside the court area.
- A player touches the ball twice in a row.

## Rotation and scoring:

- One team starts with service and the pupil who is at the back on the right starts with the serve.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the right to serve but not the point.
- Players rotate clockwise after winning the right to serve.

## Key Vocabulary:

- control
- return
- co-operatively
- deep
- serve
- dig
- defensive
- ready position
- consistently
- volley
- set
- opponent
- attack

## Teacher Glossary

- Attack:** The offensive action of hitting the ball.
- Baseline:** The line indicating the back of the court.
- Deep:** Refers to sending the ball away from the net, toward the baseline of the opponent's court.
- Serve:** An action to put the ball into play.
- Ready position:** The stance a player takes to get ready to move. Feet shoulder width apart, knees bent.
- Dig:** A defensive move used to keep the ball from hitting the floor after an opponent makes a hard downward hit.
- Volley:** A return of the ball before it touches the ground.
- Set:** An overhead contact of the ball, usually the second contact in a rally.





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.
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- 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.
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### 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).



# Knowledge Organiser: Athletics Y6



## 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
- Running over obstacles - hurdles
- Jumping for distance - triple jump
- Jumping for height - high jump
- Fling throwing for distance - discus
- Push throwing for distance - shot put

## Key Skills: S.E.T

- Social: Negotiating
- Social: Collaborating with 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
- control
- force
- continuous pace
- trajectory
- stride
- momentum
- officiate
- flight
- compete
- rotation
- transfer of weight

## Teacher Glossary

- Lead leg:** refers to the leg that clears the hurdle first
- Trail leg:** refers to the leg that clears the hurdle second
- Changeover:** where a baton is passed from one person to another
- 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
- Push throw:** when the performer pushes the item through the air



Get Set 4 P.E.

# Knowledge Organiser: Cricket Year 5 and Year 6



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
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- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
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### 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 **L**eg **B**efore the **W**icket 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: OAA Year 5 and Year 6

## 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.