Knowledge Organiser: Athletics Y1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.

Official Athletic Events

Running

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

Jumping

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

Throwing

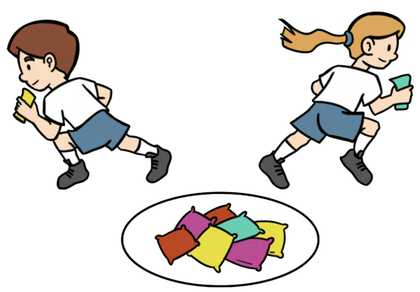
Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Key Vocabulary:

fast • slow • jump • aim
direction • far • bend • improve
hop • safely • travel • balance

Key Skills: Physical

- Running at different speeds
- Agility and co-ordination
- Jumping for distance
- Throwing for distance
- Throwing for accuracy
- Balance



Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Teacher Glossary

Jump: take off and land on two feet

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

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

Knowledge Organiser: Athletics Y2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

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:

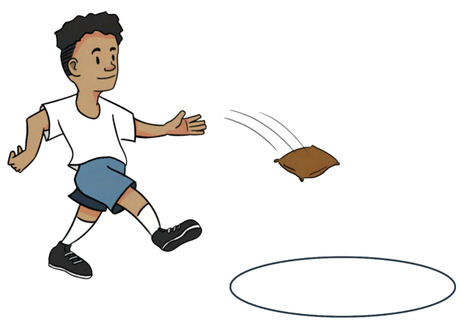
speed • **jog** • **sprint** • **pace** • **balance**

direction • **take off** • **landing** • **swing**

height • **distance** • **overarm** • **underarm**

Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance



Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Teacher Glossary

Pace: the speed at which a performer runs

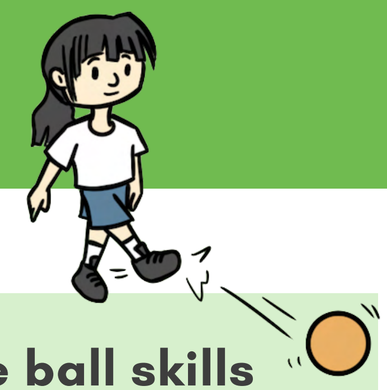
Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

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

Co-ordination: to move different body parts at the same time

Knowledge Organiser: Ball Skills Year 1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of games that use ball skills

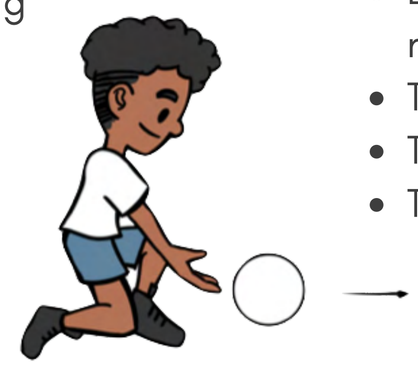
Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

Key Vocabulary:

- **far**
- **aim**
- **safely**
- **throw**
- **send**
- **roll**
- **catch**
- **direction**
- **balance**

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling
- Tracking



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions
- Thinking: Comprehension

Teacher Glossary

Dribble: To move the ball using your feet or your hands.
Track: To track is when a player moves their body to get in line with a ball that is coming towards them.
Send: To pass to someone with using either your feet or hands.
Receive: To collect or stop a ball that is sent to you using either your hands or feet.

Knowledge Organiser: Ball Skills Year 2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of games that use ball skills

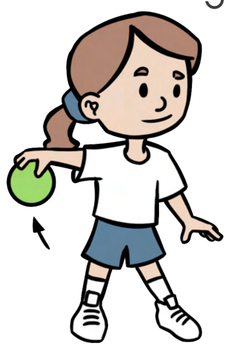
Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

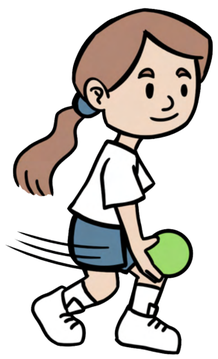
Key Vocabulary:

- overarm
- underarm
- distance
- collect
- dribble
- target

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling





Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions

Teacher Glossary

Dribble: To move the ball using your feet or your hands.
Track: To track is when a player moves their body to get in line with a ball that is coming towards them.
Send: To pass to someone with using either your feet or hands.
Receive: To collect or stop a ball that is sent to you using either your hands or feet.

Knowledge Organiser: Dance Y1

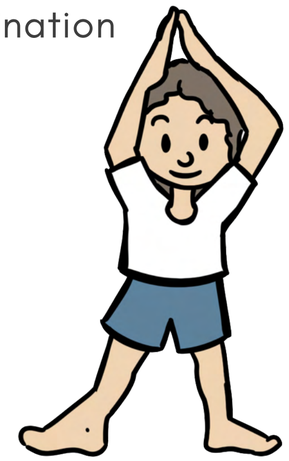


Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Performance Ideas

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

Performing, some good ideas:

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

Key Vocabulary:

counts • action • travel • pose

move • direction • forwards • backwards

speed • fast • slow • level • shape

Teacher Glossary

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

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

Level: High, medium and low.

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

Knowledge Organiser: Dance Y2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns

Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination



Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

Performance Ideas

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

Performing, some good ideas:

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

Key Vocabulary:

counts • **action** • **travel** • **shape**
direction • **speed** • **level** • **space**
balance • **timing** • **mirror** • **pathway**

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.
Dynamics: How an action is performed e.g. quickly, slowly, gently.
Level: High, medium and low.
Pathway: Designs traced in space (on the floor or in the air).
Mirroring: Reflecting the movements of another person as if they are a mirror image.

Knowledge Organiser: Fitness Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Questions...

Can you notice a difference in how exercise makes you feel physically?
How does your body feel after exercise?
What changes can you notice in your body after you exercise?
What part of your body can you feel working?
What do you notice about your breathing?

Key Vocabulary:

- exercise
- heart
- lungs
- oxygen
- mood
- healthy
- body

Key Skills: Physical

- Running
- Co-ordination
- Stamina
- Strength
- Agility
- Balance



Key Skills: S.E.T

- Social: Co-operation
- Social: Support
- Social: Responsibility
- Emotional: Kindness
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Independence
- Thinking: Comprehension
- Thinking: Creativity
- Thinking: Problem solving
- Thinking: Reflection

Teacher Glossary

Squat: Begin with feet shoulder width apart, sit back into your heels and stand again.
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.

Knowledge Organiser: Fitness Year 2



Links to the PE National Curriculum

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

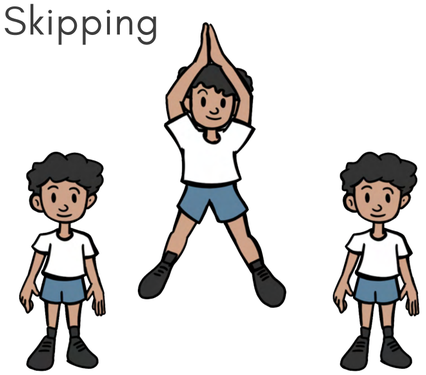
Can you notice a difference in how exercise makes you feel physically?
How does your body feel after exercise?
What changes can you notice in your body after you exercise?
What part of your body can you feel working?
What do you notice about your breathing?

Key Vocabulary:

- speed
- distance
- sprint
- strong
- pace
- jog
- steady
- race

Key Skills: Physical

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



Key Skills: S.E.T

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

Teacher Glossary

Agility: The ability to change direction quickly and easily
Balance: The ability to stay upright or stay in control of body movement.
Coordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
Stamina: The ability to move for sustained periods of time.

Knowledge Organiser: Fundamentals Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

- **balance**
- **direction**
- **land**
- **fast**
- **safely**
- **jump**
- **hop**

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Working safely
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths
- Thinking: Listening and following instructions

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
Jump: Take off and land on two feet.
Hop: Take off on one foot and land on the same foot.
Travel: A method of moving around space e.g. jog, slide, skip, crawl etc.

Knowledge Organiser: Fundamentals Year 2



Links to the PE National Curriculum

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

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

- **jog**
- **speed**
- **skip**
- **sprint**
- **dodge**
- **balance**

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
Jump: Take off and land on two feet.
Hop: Take off on one foot and land on the same foot.
Leap: Take off on one foot and land on the other foot.

Knowledge Organiser: Gymnastics Y1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions



Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Ways to improve a sequence

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

Key Vocabulary:

action	travel	balance	jump
direction	roll	point	shape
speed	fast	slow	level

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.
Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
Level: High, medium and low.
Sequence: A number of actions linked together.
Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Knowledge Organiser: Gymnastics Y2



Links to the PE National Curriculum

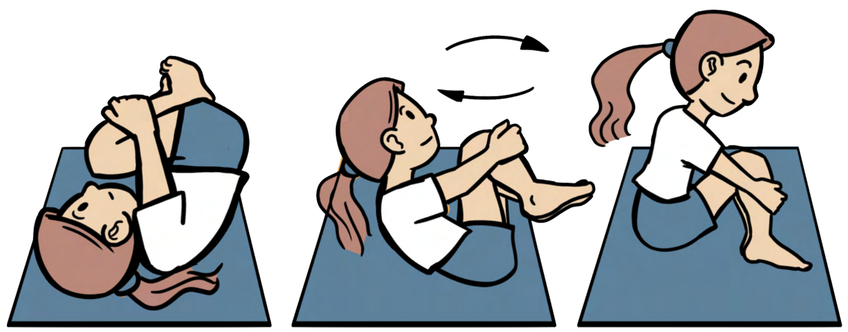
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- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Barrel roll
- Straight roll
- Forwards roll

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



Ways to improve a sequence

Starting and finishing position: Include a starting and finishing position.
Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?
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Speed: Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

action	travel	balance	jump
direction	roll	link	sequence
straddle	pike	tuck	star
level			

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.
Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
Level: High, medium and low.
Sequence: A number of actions linked together.
Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Knowledge Organiser: Invasion Games Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Skills: Physical

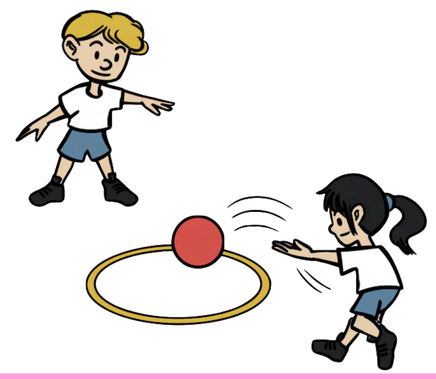
- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information

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 Vocabulary:

Year 1

safely · defender · dribbling · pass · attacker · space · points · score · team

Teacher Glossary

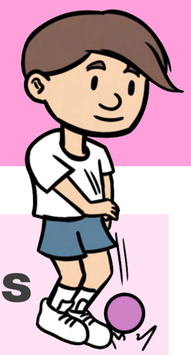
Interception: Catching a pass made my an opposing player

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

Knowledge Organiser: Invasion Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Examples of Invasion Games

Basketball
Netball
Football
Hockey
Lacrosse
Rugby
Handball

Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Co-operation
- Social: Kindness
- Emotional: Empathy
- Emotional: Integrity
- Emotional: Independence
- Emotional: Determination
- Emotional: Perseverance
- Thinking: Creativity
- Thinking: Reflection
- Thinking: Decision making
- Thinking: Comprehension

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 Vocabulary:

Year 2

- possession
- send
- teammate
- chest pass
- received
- goal
- dodge
- bounce pass

Teacher Glossary

Interception: Catching a pass made my 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

Knowledge Organiser: Net and Wall Games Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

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

Key Skills: S.E.T

- Social: Respect
- Social: Communication
- Emotional: Honesty and fair play
- Emotional: Determination
- Thinking: Decision making
- Thinking: Using simple tactics
- Thinking: Recalling information
- Thinking: Comprehension

Key principles of net and wall games

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

Examples of Net and Wall Games

Tennis **Badminton** **Volleyball**

Key Vocabulary:

Year 1

safely · ready position · partner · score · racket · net · underarm · space · points





Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Knowledge Organiser: Net and Wall Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Examples of Net and Wall Games

Tennis **Badminton** **Volleyball**

Key Vocabulary:

Year 2

- **receive**
- **opponent**
- **quickly**
- **trap**
- **defend**
- **return**
- **collect**
- **against**

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

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

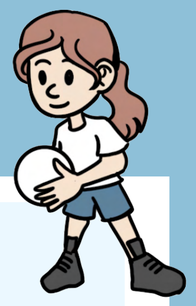
- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Knowledge Organiser: Sending and Receiving Year 1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of games that use sending and receiving skills

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

Key Vocabulary:

- aim
- throw
- roll
- kick
- catch
- safely
- racket

Key Skills: Physical

- Physical: Rolling
- Physical: Kicking
- Physical: Throwing
- Physical: Catching
- Physical: Tracking



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being happy to succeed
- Thinking: Transferring skills

Teacher Glossary

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.
Send: To pass to someone using either your hands, feet or an object.
Receive: To collect or stop a ball that is sent to you using either your hands, feet or an object.

Knowledge Organiser: Sending and Receiving Year 2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
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Examples of games that use sending and receiving skills

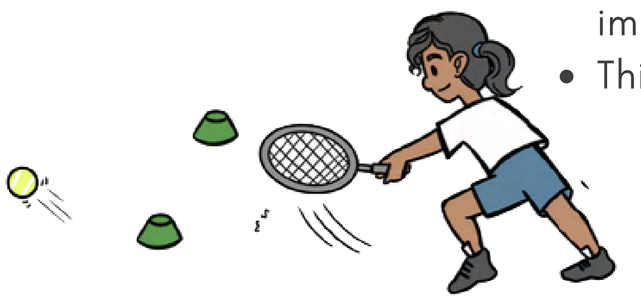
Target Games	Net & Wall	Striking & Fielding	Invasion
Golf	Tennis	Rounders	Hockey
Boules	Volleyball	Cricket	Netball
Boccia	Badminton	Baseball	Football
New Age Kurling			Tag Rugby
Dodgeball			Handball
			Basketball

Key Vocabulary:

- **track**
- **send**
- **accurate**
- **target**
- **control**
- **release**
- **receive**

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Tracking



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Keeping others safe
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Identifying how to improve
- Thinking: Transferring skills

Teacher Glossary

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.
Send: To pass to someone using either your hands, feet or an object.
Receive: To collect or stop a ball that is sent to you using either your hands, feet or an object.

Knowledge Organiser: Striking and Fielding Games Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

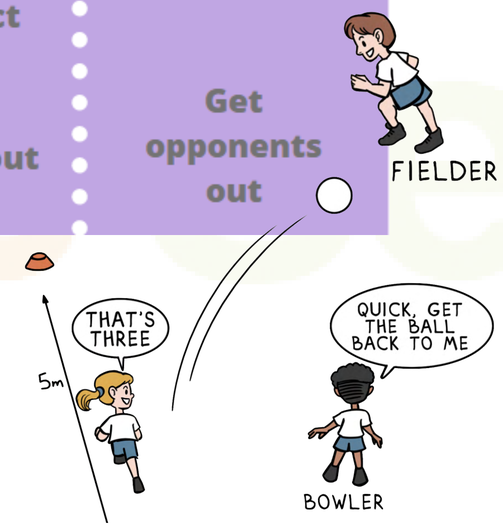
- Throwing
- Catching
- Retrieving a ball
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Consideration of others
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- 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



Examples of Striking and Fielding Games

Cricket **Baseball** **Softball** **Rounders**

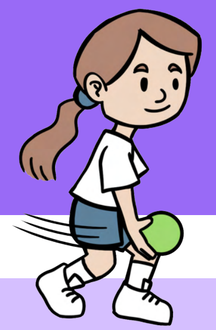
Key Vocabulary:

- throw
- points
- target
- pass
- space
- score
- team
- hit
- catch
- send
- batter
- bowler
- fielder

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.
Track: When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.

Knowledge Organiser: Striking and Fielding Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Examples of Striking and Fielding Games

Cricket **Baseball**

Softball **Rounders**

Key Skills: Physical

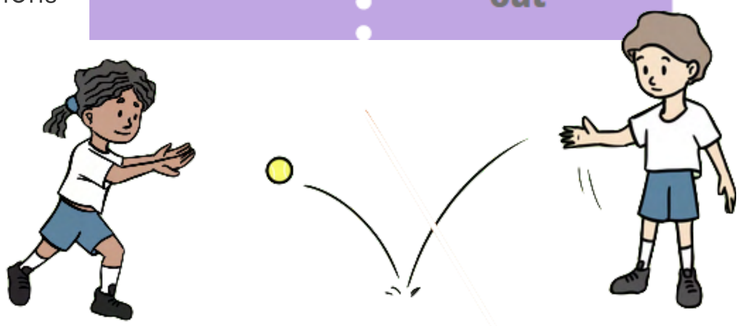
- Throwing
- Catching
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- 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



Key Vocabulary:

- throw
- score
- place
- strike
- send
- runs
- track
- catch
- backstop/ wicket keeper
- batter
- bowler
- fielder

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.
Backstop/wicket keeper: stands behind the batter. Is part of the fielding team.
Track: When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.

Knowledge Organiser: Swimming Beginners, Year 1 and Year 2

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

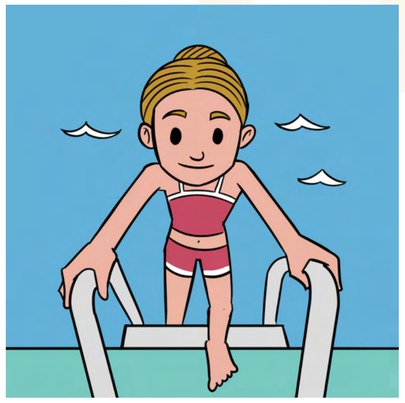
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers. When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

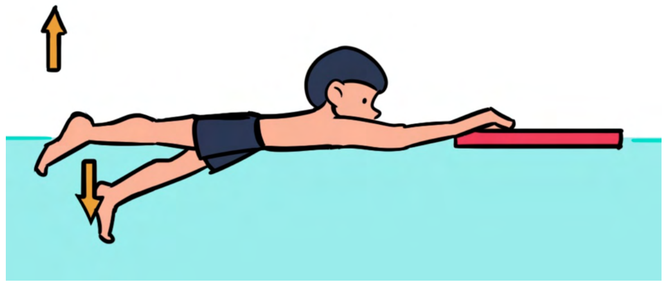
Key Skills: Physical

- Float
- Travel
- Submerge
- Kick with legs
- Pull with arms
- Glide



Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Determination
- Emotional: Challenging myself
- Thinking: Creating actions
- Thinking: Using tactics



Key Vocabulary:

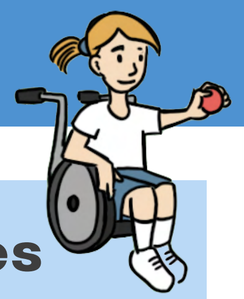
- **safely**
- **enter**
- **rules**
- **front**
- **travel**
- **kicking**
- **exit**
- **back**
- **pulling**
- **breathing**
- **unaided**
- **gliding**
- **floating**
- **splash**

Teacher Glossary

Pull: the action done by the arms to move through the water.

Glide: When a swimmer coasts with a pause in their stroke or after pushing off from the side.

Knowledge Organiser: Target Games Year 1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of Target Games

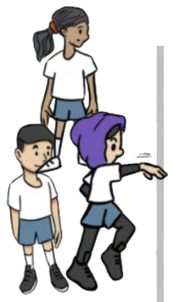
Golf	**Boccia**	**Bowls**
New Age Kurling	**Dodgeball**	**Archery**

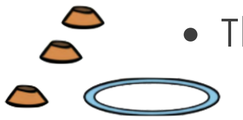
Key Vocabulary:

far • **aim** • **team** • **throw**
score • **send** • **points** • **distance**
overarm • **underarm** • **target**

Key Skills: Physical

- Underarm throwing
- Overarm throwing
- Aim
- Hand eye co-ordination





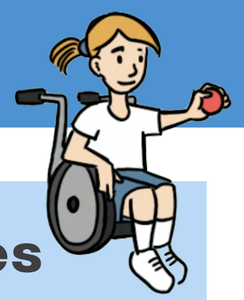
Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Leadership
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making

Teacher Glossary

Agility: The ability to change direction quickly and easily.
Release: The point at which you let go of an object.
Target: The object that is being aimed for.
Co-ordination: The ability to move two or more body parts at the same time.

Knowledge Organiser: Target Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of Target Games

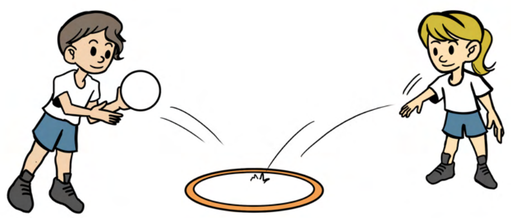
Golf	**Boccia**	**Bowls**
New Age Kurling	**Dodgeball**	**Archery**

Key Vocabulary:

- **release**
- **accuracy**
- **opposite**
- **strike**
- **target**
- **ahead**
- **select**
- **object**
- **distance**

Key Skills: Physical

- Throwing
- Kicking
- Rolling
- Striking
- Aim
- Hand eye co-ordination



Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Kindness
- Social: Support
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Independence
- Emotional: Manage emotions
- Thinking: Select and apply
- Thinking: Using tactics
- Thinking: Decision making
- Thinking: Provide feedback
- Thinking: Problem solving

Teacher Glossary

Release: The point at which you let go of an object.
Target: The object that is being aimed for.
Co-ordination: The ability to move two or more body parts at the same time.

Knowledge Organiser: Team Building Y1

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

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

Top tips for teaching Team Building:

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

Key Skills: Physical

- Balancing
- Travelling actions



Key Skills: S.E.T

- Social: Communication
- Social: Sharing ideas
- Social: Inclusion
- Social: Encouraging and supporting others
- Emotional: Confidence
- Emotional: Trust
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Providing instructions
- Thinking: Planning
- Thinking: Problem solving

Key Vocabulary:

solve • **teamwork** • **lead**
direction • **co-operate** • **instructions**
share • **listen** • **safely** • **travel**

This unit builds into:

OAA

Outdoor **A**dventurous **A**ctivities

Knowledge Organiser: Team Building Y2

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

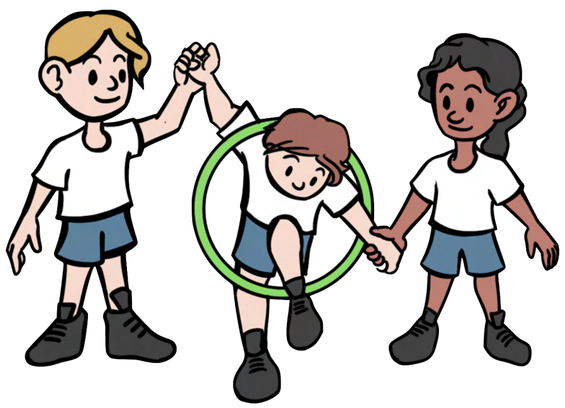
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Top tips for teaching Team Building:

- 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

- Travelling actions
- Jumping
- Balancing



Key Skills: S.E.T

- Social: Communication
- Social: Listening
- Social: Leading
- Social: Inclusion
- Emotional: Trust
- Emotional: Honesty and fair play
- Emotional: Acceptance
- Thinking: Planning
- Thinking: Decision making
- Thinking: Problem solving

Key Vocabulary:

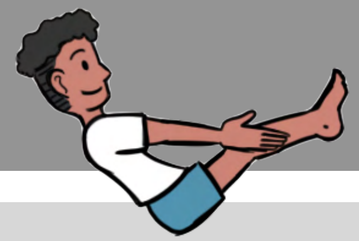
solve	support	map
direction	co-operate	successful
share	plan	communicate

This unit builds into:

OAA

Outdoor **A**dventurous **A**ctivities

Knowledge Organiser: Yoga Year 1



Links to the PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Top Tips for Teachers

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

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

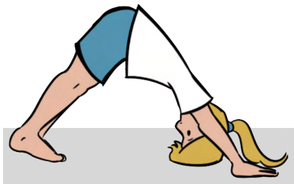


Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

Key Vocabulary:

- **space**
- **pose**
- **slowly**
- **listen**
- **breath**
- **breathe**
- **copy**
- **balance**
- **stretch**



Teacher Glossary

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

Knowledge Organiser: Yoga Year 2



Links to the PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
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- Use the word “try” so that the children learn to appreciate the process rather than the result.

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength



Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback

Key Vocabulary:

- **focus**
- **pose**
- **position**
- **listen**
- **feel**
- **breath**
- **create**
- **choose**
- **flow**

Teacher Glossary

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