

Fundamental Movements in Year 5 – Autumn 1 CITC

National Curriculum Objectives	Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p><u>Running</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.</p> <p><u>Balance</u> Respect, communication, collaboration</p> <p><u>Jumping and hopping</u> Demonstrate good technique and coordination when linking jumps.</p> <p><u>Skipping</u> Show a range of skills when skipping in a rope.</p>

Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.
Social	Respect, communication, collaboration
Emotional	Honesty and fair play, determination
Thinking	Decision making, selecting and applying tactics

Vocabulary – momentum, accelerate, decelerate, pace, transfer, stability

Red – Previous year’s vocabulary.

Tennis in Year 5 – Autumn 1/Spring 2

National Curriculum Objectives	Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other. • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success • use running, jumping, throwing and catching in isolation and in combination • 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. 	<p>Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><u>Shots</u> Develop the range of shots used in the games they play.</p> <p><u>Serve</u> Develop their range of serving techniques appropriate to the game they are playing.</p> <p><u>Rallying</u> Use a variety of shots to keep a continuous rally.</p> <p><u>Footwork</u> Demonstrate effective footwork patterns to move around the court.</p>
Physical	Balancing, running, jumping, dodging, skipping.	
Social	Supporting and encouraging others, respect, communication, taking turns.	
Emotional	Challenging myself, perseverance, honesty.	
Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development.	
<p>Vocabulary – outwit, receiver, court, backhand, forehand, tactics, volley, co-operatively, footwork, continuously, set, dig</p>		
<p>Red – Previous year's vocabulary.</p>		

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:

Encourage pupils to use this language in your lessons.

- Ready position • Return • Serve • Outwit
- Control • Opponent • Forehand • Backhand
- Volley • Cooperatively • 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.

Where this unit sits



Assessment Criteria

Year 4

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

Year 5

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

Year 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

Progression of Skills Ladder

- Other units that progress into this activity are:**
- Games**
 - Net and Wall Games**
 - Ball Skills**
 - Fundamentals**
 - Sending and Receiving**

	<p>Shots Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</p>	<p>Serving Serve accurately and consistently. Beginning to apply tactics to their serve.</p>	Year 6	<p>Rallying Successfully apply a variety of shots to keep a continuous rally.</p>	<p>Footwork Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.</p>
	<p>Shots Develop the range of shots used in the games they play.</p>	<p>Serving Develop their range of serving techniques appropriate to the game they are playing.</p>	Year 5	<p>Rallying Use a variety of shots to keep a continuous rally.</p>	<p>Footwork Demonstrate effective footwork patterns to move around the court.</p>
	<p>Shots Demonstrate increased technique when using shots both cooperatively and competitively.</p>	<p>Serving Develop technique in serving underarm with increased consistency.</p>	Year 4	<p>Rallying Develop rallying using both forehand and backhand with increased technique.</p>	<p>Footwork Begin to use appropriate footwork patterns to move around the court.</p>

Gymnastics in Year 5 – Autumn 2/Spring 1

National Curriculum Objectives		Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Shapes Perform shapes consistently and fluently a high standard, sometimes linked with other gymnastic actions.</p> <p><u>Inverted movements</u> Explore progressions of a cartwheel and a handstand.</p> <p><u>Balances</u> Explore symmetrical and asymmetrical balances.</p> <p><u>Rolls</u> Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p> <p><u>Jumps</u> Select a range of jumps to include in sequence work.</p>
Physical	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand		
Social	Collaboration, communication, respect, responsibility		
Emotional	Confidence		
Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving		
<p>Vocabulary – quality, perform, inverted, technique, apparatus, extension, symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression</p> <p>Red – Previous year’s vocabulary.</p>			



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: 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:

Encourage pupils to use this language in your lessons.

- 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.

Where this unit sits



Assessment Criteria

Year 4

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

Year 5

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

Year 6

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand what counter balance and counter tension is and can show examples with a partner.

Progression of Skills Ladder

<p>Shapes Combine and perform gymnastic shapes more fluently and effectively.</p>	<p>Inverted movements Develop control in progressions of a cartwheel and a headstand.</p>	<p>Balances Explore counter balances and counter tension balances.</p>	<p>Year 6</p>	<p>Rolls Develop fluency and consistency in the straddle, forward and backward roll.</p>	<p>Jumps Combine and perform a range of gymnastic jumps more fluently and effectively,.</p>
<p>Shapes Develop the range of shapes they use in their sequences.</p>	<p>Inverted movements Develop strength in bridge and shoulder stand.</p>	<p>Balances Develop control and fluency in individual and partner balances.</p>	<p>Year 5</p>	<p>Rolls Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p>Jumps Develop control in performing and landing rotation jumps.</p>
<p>Shapes Develop the range of shapes they use in their sequences.</p>	<p>Inverted movements Develop strength in bridge and shoulder stand.</p>	<p>Balances Develop control and fluency in individual and partner balances.</p>	<p>Year 4</p>	<p>Rolls Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p>Jumps Develop control in performing and landing rotation jumps.</p>

Swimming in Year 5 – Autumn 1

National Curriculum Objectives		Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 		<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p>	<p><u>Strokes</u> Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p><u>Breathing</u> Explore underwater breaststroke breathing technique over a distance of 25m.</p> <p><u>Water safety</u> Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.L.P and huddle positions.</p>
Physical	Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions		
Social	Communication, supporting and encouraging others		
Emotional	Determination		
Thinking	Creating, decision making, using tactics		
<p>Vocabulary – <i>stroke, huddle, alternate, survival, treading water, buoyancy</i>, exhale, flutter kick, surface, inhale, somersault, personal best</p> <p><i>Red – Previous year's vocabulary.</i></p>			

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.

Key Skills: Physical

- Rotation
- Sculling
- Treading water
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Surface dives
- Floating
- Huddle and H.E.L.P. position

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Emotional: Determination
- Thinking: Creating
- Thinking: Decision making
- Thinking: Using tactics



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. Goggles are recommended for KS2.
- 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 Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

Year 5

- Personal Best
- Flutter kick
- Exhale
- Somersault
- Surface
- Inhale

Year 6

- Endurance
- Propel
- Continuous
- Streamline
- Synchronised
- Retrieve

Teacher Glossary

Dolphin kick: A dolphin kick is usually used for the butterfly stroke. Created by whipping motion with the legs.

Body roll: When a swimmer rotates their body from side to side.

Glide: When a swimmer coasts with a pause in their stroke.

Stroke: A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

Flutter kick: A kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down with a slight bend in the knee on the upward movement.

Sculling: Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

Treading water: A survival technique used to keep the head above the water.



Assessment Criteria

Year 3 and Year 4

All KS2 Swimming works towards achieving the same assessment criteria as that which is set out in the National Curriculum.

Year 5 and Year 6

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

KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder



<p>Strokes Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m.</p>	<p>Year 6</p>	<p>Breathing Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p>	<p>Water Safety Can select and apply the appropriate survival technique for the situation.</p>
<p>Strokes Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p>	<p>Year 5</p>	<p>Breathing Explore underwater breaststroke breathing technique over a distance of 25m.</p>	<p>Water Safety Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.L.P and huddle positions.</p>
<p>Strokes Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p>	<p>Year 4</p>	<p>Breathing Demonstrate improved breathing technique in front crawl.</p>	<p>Water Safety Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>

Sending & Receiving/Invasion Games/Attacking/Defending in Year 5 – Autumn 2/Spring 1/Spring 2 and Summer 1 CITC

National Curriculum Objectives		Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 		<p>Pupils will build upon their range of ball skills and look at what is the most effective way of moving the ball in a range of situations. They will explore passing first time as well as in front of the player to move onto when sending a ball while also exploring how to move away from opposition and receive on the half turn.</p> <p>Pupils understand the need for tactics and can identify when to use them in different situations. They often make the correct decision of who to pass to and when. Pupils will develop an understanding of how to effectively use an extra player as well as cope without a player, e.g. 4 v 3. They will also explore how to use deception to trick opponents in order to gain an advantage.</p> <p>Pupils can identify when they’re successful and what they need to do to improve. They understand the rules of the game and can use them most of the time to play honestly and fairly.</p>	<p><u>Sending & Receiving</u> Develop control when sending and receiving under pressure.</p> <p><u>Dribbling</u> Select and apply a variety of dribbling techniques to game situations.</p> <p><u>Attacking</u> Explore creating tactics with others and applying them to game situations.</p> <p><u>Defending</u> Develop tracking and marking with a variety of techniques and increased success.</p> <p><u>Space</u> Move to create space for themselves and others in their team.</p>
Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space		
Social	Co-operation, communication, supporting and encouraging others, respect and kindness		
Emotional	Honesty, fair play, managing emotions		
Thinking	Connecting information, decision making, recalling information		
<p>Vocabulary – outwit, pivot, strategy, decision making, creativity, tactics, contact, foul, offside, support, obstruction, onside</p> <p>Red – Previous year’s vocabulary.</p>			



Get Set 4 PE.

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:

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

Year 5

- Strike
- Pressure
- Retrieve
- Outwit
- Fielding
- Batting
- Overtake
- Backing up

Year 6

- Co-operatively
- Obstruction
- Consistently
- Consecutive
- Continuous

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).

Where this unit sits

Assessment Criteria

Year 4

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

Year 5

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

Year 6

- I can strike a bowled ball with increasing consistency.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.
- I understand that there are different areas of fitness and how this helps me in different activities.




KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Striking and Fielding
Sending and Receiving

		
<p>Striking Strike a bowled ball with increasing accuracy and consistency.</p>	<p>Fielding Consistently select and apply the appropriate fielding action for the situation.</p>	<p>Throwing Consistently make good decisions on who and when to pass to in order to get batters out.</p> <p>Catching Consistently demonstrate good technique in catching skills under pressure.</p>
<p>Striking Explore defensive and driving hitting techniques and directional batting.</p>	<p>Fielding Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p>	<p>Throwing Demonstrate clear technique when using a variety of throws under pressure.</p> <p>Catching Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
<p>Striking Develop batting technique consistent with the rules of the game.</p>	<p>Fielding Develop bowling with some consistency, abiding by the rules of the game.</p>	<p>Throwing Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching Beginning to catch with one and two hands with some consistency in game situations.</p>



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:

Encourage pupils to use this language in your lessons.

Technique • **Compete** • **Continuous Pace** • **Flight**

Determination • **Personal Best** • **Momentum** • **Stride**

Downsweep • **Upsweep** • **Rhythm** • **Officiate**

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

Where this unit sits



Assessment Criteria

Year 4

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

Year 5

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

Year 6

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for height and distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills
Fundamentals
Games

Running Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.	Running Hurdle with greater control and coordination.	Jumping Develop take off position when jumping for height.	Year 6	Jumping Develop power, control and technique in the triple jump.	Throwing Develop power, control and technique when throwing discus and javelin.
Running Apply fluency and coordination when running for speed in relay changeovers.	Running Effectively apply speeds appropriate for the event.	Jumping Develop power, control and consistency in jumping for distance.	Year 5	Jumping Explore technique and rhythm in the triple jump.	Throwing Develop technique and power in javelin and shot put.
Running Develop an understanding of speed and pace in relation to distance.	Running Develop power and speed in the sprinting technique.	Jumping Develop technique when jumping for distance.	Year 4	Jumping Explore fluency and technique in the vertical jump.	Throwing Explore power and technique when throwing for distance in a pull throw.



Get Set 4 P.E.

Knowledge Organiser: Netball Year 5 and Year 6



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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

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	

Year 5

- Rebound
- Possession
- Attack
- Defend
- Contact
- Obstruction
- Interception

Year 6

- Contest
- Conceding
- Turnover
- Consecutive
- Consistently

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





Where this unit sits

Assessment Criteria

<ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. <p>Year 4</p>	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I can use feedback provided to improve my work. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. <p>Year 5</p>	<ul style="list-style-type: none"> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. <p>Year 6</p>	<ul style="list-style-type: none"> Build on and embed the physical development and skills learnt in Key Stages 1 and 2. Become more competent, confident and expert in their techniques. Understand what makes a performance effective. Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life. Understand and apply the long term health benefits of physical activity. <p>KS3 PE NC Subject Content</p>
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Progression of Skills Ladder

Other units that progress into this activity are:

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

<p>Sending & receiving Develop making quick decisions about when, how and who to pass to.</p>	<p>Attacking Explore creating attacking tactics with others in response to the game.</p>	<p>Year 6</p>	<p>Defending Explore creating and applying defending tactics with others in response to the game.</p>	<p>Space Move to the correct space when transitioning from attack to defence.</p>
<p>Sending & receiving Develop control when S&R under pressure.</p>	<p>Attacking Explore creating tactics with others and applying them to game situations.</p>	<p>Year 5</p>	<p>Defending Develop tracking and marking with a variety of techniques and increased success.</p>	<p>Space Move to create space for themselves and others in their team.</p>
<p>Sending & receiving Develop passing to a teammate using a variety of techniques appropriate to the game.</p>	<p>Attacking Develop decision making around when to pass and when to shoot.</p>	<p>Year 4</p>	<p>Defending Develop defending one on one and know when to win the ball.</p>	<p>Space Move into space to help their team keep possession and score goals.</p>