

Fundamental Movements in Year 3 – 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"> • 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> Change direction quickly. Understand and show how the body moves at different speeds.</p> <p><u>Balance</u> Demonstrate balance when performing other fundamental skills.</p> <p><u>Jumping and hopping</u> Link jumping and hopping actions.</p> <p><u>Skipping</u> Jump and turn a skipping rope.</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 – dodge, speed, jog, steady, hurdle, sprint, distance, tension, technique, coordination, control and rhythm.</p> <p>Red – Previous year's vocabulary.</p>		

Ball Skills in Year 3 – 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"> • 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. 	<p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p><u>Sending</u> Send a ball with accuracy and increasing consistency to a target.</p> <p><u>Catching</u> Catch a range of objects with increasing consistency</p> <p><u>Tracking</u> Track a ball not sent directly.</p> <p><u>Dribbling</u> Dribble a ball with hands and feet with control.</p>

Physical	Tracking a ball, throwing, catching, dribbling
Social	Supporting others, co-operation, communication, managing games
Emotional	Perseverance, respect, challenging self
Thinking	Decision making, developing tactics, creativity

Vocabulary –overarm, underarm, collect, dribble, target, distance, track, shoulder, receive, overhead, chest, accurate

Red – Previous year's vocabulary.



Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- 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 use running, jumping, throwing and catching in isolation and in combination.



Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



Key Skills: S.E.T

- Social: Supporting others
- Social: Co-operation
- Social: Communication
- Social: Managing games
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Respect
- Emotional: Challenging self
- Thinking: Decision making
- Thinking: Developing tactics
- Thinking: Creativity

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:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Track
- Shoulder
- Chest
- Bounce
- Overhead
- Receive
- Accurate

Year 4

- Release
- Select
- Persevere
- Consistency
- Control
- Technique

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.

Where this unit sits



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Year 3

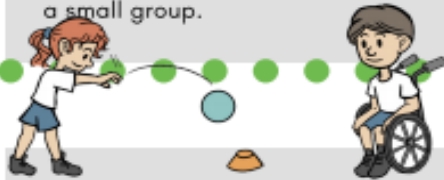
- I can track the path of a ball that is not sent directly to me.
- I can throw with accuracy and increasing consistency to a target.
- I can show a variety of throwing techniques.
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can share ideas and work with others to create a game.
- I can persevere when learning a new skill.
- I can provide feedback using key words.

Year 4

- I can consistently track the path of a ball that is not sent directly to me.
- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can dribble a ball with increasing control and co-ordination.
- I can share ideas and work with others to create a game to develop a certain skill.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.

Year 5

Assessment criteria for Invasion Net and Wall Striking and Fielding and Target Games units in Year 5



Progression of Skills Ladder

<p>Sending Demonstrate clear technique when sending a ball under pressure.</p>	<p>Catching Demonstrate good technique under pressure.</p>	<p>Year 5</p>	<p>Tracking Demonstrate a range of techniques when tracking and collecting a ball.</p>	<p>Dribbling Dribble with some control under pressure.</p>
<p>Sending Accurately use a range of techniques to send a ball to a target.</p>	<p>Catching Catch different sized objects with increasing consistency with one and two hands.</p>	<p>Year 4</p>	<p>Tracking Consistently track a ball sent directly and indirectly.</p>	<p>Dribbling Dribble a ball with increasing control and co-ordination.</p>
<p>Sending Send a ball with accuracy and increasing consistency to a target.</p>	<p>Catching Catch a range of objects with increasing consistency.</p>	<p>Year 3</p>	<p>Tracking Track a ball not sent directly.</p>	<p>Dribbling Dribble a ball with hands and feet with control.</p>
<p>Sending Roll, throw and kick a ball to hit a target.</p>	<p>Catching</p> <ul style="list-style-type: none"> • Develop catching a range of objects with two hands. • Catch with and without a bounce. 	<p>Year 2</p>	<p>Tracking Consistently track and collect a ball being sent directly.</p>	<p>Dribbling Dribble a ball with hands and feet with some control.</p>

Sending & Receiving/Invasion Games/Attacking/Defending in Year 3 – Autumn 2/Spring 2 and Summer 1CITC

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 continue develop their skills in dribbling, sending and receiving a ball with their hands and feet with increased control and accuracy towards a desired target. When catching, pupils can track a ball that is not sent directly towards them before collecting it by scooping it up or catching the ball with two hands. Pupils will now catch balls of different sizes and throw using a variety of techniques.</p> <p>Pupils further develop their understanding of the roles of an attacker and a defender and are able to apply basic tactics in a game. Pupils further develop skills such as changing direction to move away from a defender or towards an attacker, as well as recognising and moving into space towards a goal. They also learn how to position body between and opponent and the ball to retain possession as well as learn how to signal when want to receive the ball.</p> <p>Pupils can work co-operatively with a partner and a small group during games, where they understand the rules and can keep a game going. Pupils can provide feedback using key words.</p>	<p><u>Sending & Receiving</u> Explore S&R abiding by the rules of the game.</p> <p><u>Dribbling</u> Explore dribbling the ball abiding by the rules under pressure.</p> <p><u>Attacking</u> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p><u>Defending</u> Track opponents to limit their scoring opportunities.</p> <p><u>Space</u> Develop moving with a ball towards goal with some control.</p>
Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space, tracking, rolling, bouncing, dodging		
Social	Co-operation, communication, supporting and encouraging others, respect and kindness, managing games		
Emotional	Honesty, fair play, managing emotions, perseverance, challenging myself, respect		
Thinking	Connecting information, decision making, recalling information, creativity		
<p>Vocabulary –possession, received, goal, teammate, dodge, chest pass, bounce pass, overarm, underarm, distance, collect, target, shoulder, accurate, overhead pass, control, pressure</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

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

Key Skills: S.E.T

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



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:

Encourage pupils to use this language in your lessons.

- Matching
- Contrasting
- Sequence
- Direction
- Interesting
- Flow
- Explore
- Control
- Shape
- Create

Teacher Glossary

- **Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- **Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- **Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- **Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- **Sequence:** A number of actions linked together.
- **Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Where this unit sits



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can describe how my body feels during exercise.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I understand the benefits of exercise.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Year 4

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

Progression of Skills Ladder

<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>
<p>Shapes Explore matching and contrasting shapes.</p>	<p>Balances Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Balances Remember, repeat and link combinations of gymnastic balances.</p>	<p>Year 3</p>	<p>Rolls Develop the straight, barrel, and forward roll.</p>	<p>Jumps Develop stepping into shape jumps with control.</p>
<p>Shapes Explore using shapes in different gymnastic balances.</p>	<p>Balances Remember, repeat and link combinations of gymnastic balances.</p>	<p>Balances Remember, repeat and link combinations of gymnastic balances.</p>	<p>Year 2</p>	<p>Rolls Explore barrel, straight and forward roll and put into sequence work.</p>	<p>Jumps Explore shape jumps and take off combinations.</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.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Passing
- Catching
- Dodging
- Tagging
- Scoring

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 4 would use Year 3 and Year 4 vocabulary

Year 3 ● Defence ● Receiver ● Possession ● Attack
● Tag ● Try ● Score ● Mark ● Dodge

Year 4 ● Opponent ● Onside ● Offside
● Opposition ● Outwit

Teacher Glossary

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

Possession: When a team has the ball they are in possession

Marking: When a player defends an opponent

Try line: The line behind which a player must place the ball in order to score a try

Try: The unit of scoring in tag rugby

Tag: When a player pulls the tag of the opposition who is in possession of the ball



Get Set 4 P.E.

Where this unit sits

Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

Year 2

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 3

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

Year 4

- I can communicate with my team and move into space to keep possession and score.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can pass and receive the ball with some control under pressure.
- I can tag opponents and close down space.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

**Games
Ball Skills**

**Fundamentals
Invasion Games**

Sending and Receiving

<p>Sending & receiving Develop control when S&R under pressure.</p>	<p>Dribbling Select and apply a variety of dribbling techniques to game situations.</p>	<p>Year 5</p>	<p>Attacking Explore creating tactics with others and applying them to game situations.</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>Dribbling Develop control whilst dribbling under pressure.</p>	<p>Year 4</p>	<p>Attacking Develop decision making around when to pass and when to shoot.</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>
<p>Sending & receiving Explore S&R abiding by the rules of the game.</p>	<p>Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p>Year 3</p>	<p>Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p>Defending Track opponents to limit their scoring opportunities.</p>	<p>Space Develop moving with a ball towards goal with some control.</p>
<p>Sending & receiving Developing S&R with increased control.</p>	<p>Dribbling Explore dribbling with hands and feet with increasing control on the move.</p>	<p>Year 2</p>	<p>Attacking Developing moving into space away from defenders.</p>	<p>Defending Explore staying close to other players to try and stop them getting the ball.</p>	<p>Space Explore moving with a ball towards goal.</p>

Knowledge Organiser: Tennis Y3



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.

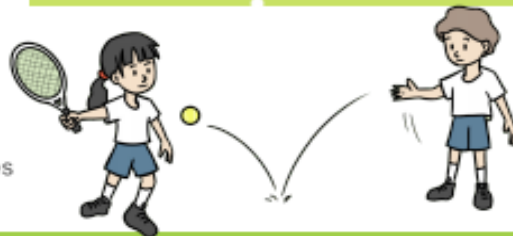
Key Skills: Physical

- Forehand
- Backhand
- Throwing
- Catching
- Ready position

Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Using 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
- Racket
- Track
- Rally
- Control
- Return
- Opponent
- Accurately

Teacher Glossary

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

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

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

Baseline: The line indicating the back of the court.

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



Get Set 4 P.E.

Where this unit sits



Assessment Criteria

Year 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 4

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

Progression of Skills Ladder

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

	Shots Demonstrate increased technique when using shots both cooperatively and competitively.	Serving Develop technique in serving underarm with increased consistency.	Year 4	Rallying Develop rallying using both forehand and backhand with increased technique.	Footwork Begin to use appropriate footwork patterns to move around the court.
	Shots Explore returning a ball using focus shots such as the forehand and backhand.	Serving Explore serving from an underarm serve.	Year 3	Rallying Explore rallying with a forehand.	Footwork Consistently use and return to the ready position in between shots.
	Hitting Develop hitting a dropped ball over a net.	Feeding Accurately underarm throw over a net to a partner.	Year 2	Rallying Explore underarm rallying with a partner catching after one bounce.	Footwork Consistently use the ready position to move towards a ball.

Links to the PE National Curriculum

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

Key Skills: Physical

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



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

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:

Encourage pupils to use this language in your lessons.

- Unison • Explore • Create • Feedback
- Perform • Timing • Levels • Flow
- Dynamics • Expression • Actions

Teacher Glossary

- Counts:** A performer uses counts to stay in time with the music and / or other performers.
- Action:** The movement a dancer does e.g. travel, jump, kick.
- Level:** High, medium and low.
- Pathway:** Designs traced in space (on the floor or in the air).
- Unison:** Two or more dancers performing the same movement at the same time.
- Canon:** Performing movements one after the other.
- Formation:** where dancers are in relation to each other.
- Dynamics:** How a movement is performed e.g. robotically, softly.

Where this unit sits



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.
- I understand the benefits of exercise.

Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

Progression of Skills Ladder

<p>Actions</p> <p>Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Dynamics</p> <p>Change dynamics confidently within a performance to express changes in character.</p>	<p>Year 4</p>	<p>Space</p> <p>Confidently use changes in level, direction and pathway.</p>	<p>Relationships</p> <p>Use action and reaction to represent an idea.</p>	<p>Performance</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
<p>Actions</p> <p>Create actions in response to a stimulus individually and in groups.</p>	<p>Dynamics</p> <p>Use dynamics effectively to express an idea.</p>	<p>Year 3</p>	<p>Space</p> <p>Use directions to transition between formations.</p>	<p>Relationships</p> <p>Develop an understanding of formations.</p>	<p>Performance</p> <p>Perform short, self-choreographed phrases showing and awareness of timing.</p>
<p>Actions</p> <p>Accurately remember, repeat and link actions to express an idea.</p>	<p>Dynamics</p> <p>Develop an understanding of dynamics.</p>	<p>Year 2</p>	<p>Space</p> <p>Develop the use of pathways and travelling actions to include levels.</p>	<p>Relationships</p> <p>Explore working with a partner using unison, matching and mirroring.</p>	<p>Performance</p> <p>Develop the use of facial expressions in their performance.</p>



Get Set 4 P.E.

Knowledge Organiser: Rounders Year 3 and Year 4



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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



Scoring:

How to score:

- 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

A player is out if:

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 3 would use Year 3 and Year 4 vocabulary

Year 3

- Strike
- Rounder
- Backstop
- Fielding
- Batting
- Post
- Bowl

Year 4

- Stance
- Retrieve
- Two-handed pick up
- Technique
- Stumped
- Short Barrier

Teacher Glossary

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

Batter: A player on the batting team.

Rounder: The unit of scoring.

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

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

Where this unit sits



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them.
- I can provide feedback using key words.
- I can use overarm and underarm throwing and catching skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 4

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

Year 5

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

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Striking and Fielding
Sending and Receiving

<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>Year 5</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>Year 4</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>
<p>Striking Begin to strike a bowled ball using different equipment.</p>	<p>Fielding Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>	<p>Year 3</p>	<p>Throwing Use overarm and underarm throwing in game situations.</p>	<p>Catching Catch with some consistency in game situations.</p>
<p>Striking Develop striking a ball with their hand and equipment with some consistency.</p>	<p>Fielding Understand that there are different roles within a fielding team.</p>	<p>Year 2</p>	<p>Throwing Develop coordination and technique when throwing over and underarm.</p>	<p>Catching Catch with two hands with some coordination and technique.</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.

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.

Speed • **Accurately** • **Power** • **Personal Best**
Determination • **Further** • **Faster**
Higher • **Control** • **Strength** • **Pace**

Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



Key Skills: S.E.T

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



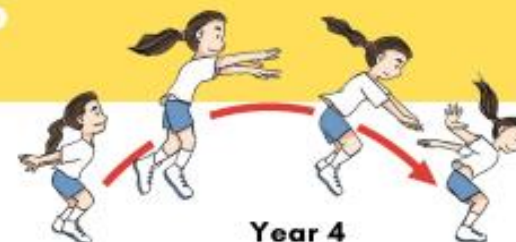
Teacher Glossary



- Push throw:** when the performer pushes the item through the air
- Pull throw:** when the performer pulls the item through the air
- 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
- Changeover:** where a baton is passed from one person to another

Where this unit sits

Assessment Criteria



Year 2

- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can link running and jumping movements with some control and balance.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds and in different directions.
- I try my best.

Year 3

- I am developing jumping for distance and height.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.
- I understand the benefits of exercise.
- I understand why it is important to warm up.

Year 4

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

Progression of Skills Ladder

Other units that progress into this activity are:

- Ball Skills
- Fundamentals
- Games

<p>Running Develop an understanding of speed and pace in relation to distance..</p>	<p>Running Develop power and speed in the sprinting technique.</p>	<p>Jumping Develop technique when jumping for distance.</p>	<p>Year 4</p>	<p>Jumping Explore fluency and technique in the vertical jump.</p>	<p>Throwing Explore power and technique when throwing for distance in a pull throw.</p>
<p>Running Develop the sprinting technique and apply it to relay events.</p>	<p>Running Develop fluency and rhythm when running over obstacles.</p>	<p>Year 3</p>	<p>Jumping Develop technique in a range of approaches and take off positions.</p>	<p>Jumping Develop jumping for height and safety on landing.</p>	<p>Throwing Explore the technique for a pull throw.</p>
<p>Running Develop the sprinting action. Explore rhythm when running over obstacles.</p>	<p>Jumping Develop jumping, hopping and skipping actions.</p>	<p>Year 2</p>	<p>Jumping Explore safely jumping for distance and height.</p>	<p>Throwing Develop overarm throwing for distance.</p>	



Knowledge Organiser: Netball Year 3 and Year 4



Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

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

Year 4

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

Teacher Glossary

Interception: catching a pass made by an opposing player

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

Marking: when a player defends an opponent

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

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



Get Set 4 PE

Where this unit sits

Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

Year 2

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can move with a ball towards goal with increasing control.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 3

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

Year 4

- I can communicate with my team and move into space to keep possession and score.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 5

Progression of Skills Ladder

Other units that progress into this activity are:

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

<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>	Year 5	<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>	Year 4	<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>
<p>Sending & receiving Explore S&R abiding by the rules of the game.</p>	<p>Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	Year 3	<p>Defending Track opponents to limit their scoring opportunities.</p>	<p>Space Develop moving with a ball towards goal with some control.</p>
<p>Sending & receiving Developing S&R with increased control.</p>	<p>Attacking Developing moving into space away from defenders.</p>	Year 2	<p>Defending Explore staying close to other players to try and stop them getting the ball.</p>	<p>Space Explore moving with a ball towards goal.</p>