

## Basketball in Year 6 – 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"> <li>• 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.</li> <li>• communicating, collaborating and competing with each other.</li> <li>• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p><b><u>Sending &amp; Receiving</u></b> Develop control when sending and receiving under pressure.</p> <p><b><u>Dribbling</u></b> Select and apply a variety of dribbling techniques to game situations.</p> <p><b><u>Attacking</u></b> Explore creating tactics with others and applying them to game situations.</p> <p><b><u>Defending</u></b> Develop tracking and marking with a variety of techniques and increased success.</p> <p><b><u>Space</u></b> Move to create space for themselves and others in their team.</p>
Physical	Throwing, catching, dribbling, intercepting, shooting	
Social	Communication, collaboration	
Emotional	Honesty and fair play perseverance	
Thinking	Planning strategies, using tactics, observing and providing feedback	
<p><b>Vocabulary</b> – travelling, opponent, double dribble, possession, V dribble, receiver, playing area, opponent, opposition, pivot, tracking, double dodge, rebound, tracking, referee, set shot, , foul, tactics, conceding, jump shot, outwit</p> <p>Red – Previous year's vocabulary.</p>		



Get Set 4 P.E.

# Knowledge Organiser: Basketball Year 5 and Year 6



## Links to the PE National Curriculum

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

### Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Shooting

### Key Skills: S.E.T

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

### Key principles of invasion games

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



## Key Rules

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 6 would use Year 5 and Year 6 vocabulary

**Year 5** • Referee • Set shot • Traveling • Opponent

• Double dribble • Possession • Foul • Rebound

**Year 6** • Tactics • Conceding • Jump shot • Outwit

## Teacher Glossary

**Interception:** catching a pass made by an opposing player

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

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

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

**V dribble:** dribbling the ball from one hand to the other usually used to get past a defender

**Protective dribbling:** when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non-dribbling arm out

**Foul:** when a player contacts an opponent



Get Set 4 PE

# Where this unit sits



## Assessment Criteria

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- 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 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.
- I understand the rules of the game and I can use them often and honestly.

**Year 4**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under 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 often make the correct decision of who to pass to and when.
- I can use feedback provided to improve my work.
- I can use tracking and intercepting when playing in defence.
- 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**

- I can create and use space to help my team.
- I can dribble, 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 the rules of the game honestly and consistently.
- 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.
- I understand when to use different styles of defence in game situations.

**Year 6**

- 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.

**KS3 PE NC Subject Content**

## Progression of Skills Ladder

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

### Sending & receiving

Develop making quick decisions about when, how and who to pass to.

### Dribbling

Dribble consistently using a range of techniques with increasing control under pressure.

**Year 6**

### Attacking

Explore creating attacking tactics with others in response to the game.

### Defending

Explore creating and applying defending tactics with others in response to the game.

### Space

Move to the correct space when transitioning from attack to defence.

### Sending & receiving

Develop control when S&R under pressure.

### Dribbling

Select and apply a variety of dribbling techniques to game situations.

**Year 5**

### Attacking

Explore creating tactics with others and applying them to game situations.

### Defending

Develop tracking and marking with a variety of techniques and increased success.

### Space

Move to create space for themselves and others in their team.

### Sending & receiving

Develop passing to a teammate using a variety of techniques appropriate to the game.

### Dribbling

Develop control whilst dribbling under pressure.

**Year 4**

### Attacking

Develop decision making around when to pass and when to shoot.

### Defending

Develop defending one on one and know when to win the ball.

### Space

Move into space to help their team keep possession and score goals.

## Dance in Year 6

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"> <li>• perform dances using a range of movement patterns.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p><b><u>Actions</u></b> Show controlled movements which express emotion and feeling.</p> <p><b><u>Dynamics</u></b> Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.</p> <p><b><u>Space and relationships</u></b> Use a variety of basic compositional principles when creating their own dances.</p> <p><b><u>Performance</u></b> Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.</p>

Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
Social	Collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting and encouraging others
Emotional	Empathy, confidence
Thinking	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance

**Vocabulary** – formation, posture, performance, canon, relationship, choreograph, phrase, contrast, structure, fluently, connect

Red – Previous year's vocabulary.



## Links to the PE National Curriculum

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

### Key Skills: Physical

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



### Key Skills: S.E.T

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

### Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Levels • Actions • Formation • Timing
- Phrase • Performance • Expression
- Unison • Posture • Dynamics • Canon
- Choreograph • Contrast • Structure

## Performance Ideas

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

### Performing, some good ideas:

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

## Teacher Glossary

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

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

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

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

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

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

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

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

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

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

**Structure:** The way in which a dance is ordered or organised.

**Phrase:** A short sequence of linked movements.

# Where this unit sits



## Assessment Criteria

### Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can identify how different activities can benefit my physical health.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

### Year 6

- I can choreograph a dance and work safely using a prop.
- I can lead a small group through a short warm-up routine.
- I can perform dances confidently and fluently with accuracy and good timing.
- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- 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 creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

### 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



### Actions

Show controlled movements which express emotion and feeling.

### Dynamics

Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.

### Space and Relationships

Use a variety of basic compositional principles when creating their own dances.

### Performance

Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.

Year  
6

### Actions

Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.

### Dynamics

Confidently use dynamics to express different dance styles.

### Space

Use direction and patterning to express different dance styles.

### Relationships

Confidently use formations, canon and unison to express a dance idea.

### Performance

Perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Year  
5

## Sending & Receiving/Invasion Games/Attacking/Defending in Year 6 – 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"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<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 can also evaluate the effectiveness of tactics used and highlight areas to improve. 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><b><u>Sending &amp; Receiving</u></b> Develop making quick decisions about when, how to pass to and who.</p> <p><b><u>Dribbling</u></b> Dribble consistently using a range of techniques with increasing control under pressure.</p> <p><b><u>Attacking</u></b> Explore creating attacking tactics with others in response to the game.</p> <p><b><u>Defending</u></b> Explore creating and applying defending tactics with others in response to the game.</p> <p><b><u>Space</u></b> Move to the correct space when transitioning from attack to defence.</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><b>Vocabulary</b> – tactics, contact, foul, offside, support, obstruction, onside, consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down</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: 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.

- Momentum
- Counter balance
- Aesthetics
- Formation
- Synchronisation
- Stability
- Inverted
- Progression
- Counter tension

## Teacher Glossary

- **Counter balance:** A balance where a person uses another person's weight to stay balanced by pushing against them.
- **Counter tension:** A balance where a person uses another person's weight to stay balanced by pulling away from them.
- **Pathway:** Designs traced in space (on the floor or in the air).
- **Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- **Canon:** When performers complete the same physical action one after the other.
- **Synchronisation:** When performers complete the same physical action at the same time.
- **Formation:** Where you are in the space in relation to others.

# Where this unit sits

## Assessment Criteria

### 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.

### 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



### Shapes

Combine and perform gymnastic shapes more fluently and effectively.

### Inverted movements

Develop control in progressions of a cartwheel and a headstand.

### Balances

Explore counter balances and counter tension balances.

**Year 6**

### Rolls

Develop fluency and consistency in the straddle, forward and backward roll.



### Jumps

Combine and perform a range of gymnastic jumps more fluently and effectively.

**Year 5**

### Shapes

Develop the range of shapes they use in their sequences.

### Inverted movements

Develop strength in bridge and shoulder stand.

### Balances

Develop control and fluency in individual and partner balances.

### Rolls

Develop the straight, barrel, forward and straddle roll and perform with increased control.

### Jumps

Develop control in performing and landing rotation jumps.



## Links to the PE National Curriculum

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

## Key Skills: Physical

- Throwing
- Catching
- Running
- Dodging
- Scoring

## Key Skills: S.E.T

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



## Key Rules

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 6 would use Year 5 and Year 6 vocabulary

**Year 5**

- Defence
- Receiver
- Possession
- Attack
- Opponent
- Onside
- Offside
- Support

**Year 6**

- Formation
- Dictate
- Pressure
- Turnover
- Shut down

## Teacher Glossary

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

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

**Marking:** When a player defends an opponent

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

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

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

**Try:** The unit of scoring in tag rugby

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



# Where this unit sits

## Assessment Criteria

- 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**

- I can create and use space to help my team.
- I can pass and receive the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can tag opponents individually and when working within a unit.
- 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.

**Year 6**

- 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.

**KS3 PE NC Subject Content**

## Progression of Skills Ladder

**Other units that progress into this activity are:**

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

### **Sending & receiving**

Develop making quick decisions about when, how and who to pass to.

### **Attacking**

Explore creating attacking tactics with others in response to the game.



**Year 6**

### **Defending**

Explore creating and applying defending tactics with others in response to the game.

### **Space**

Move to the correct space when transitioning from attack to defence.

### **Sending & receiving**

Develop control when S&R under pressure.

### **Attacking**

Explore creating tactics with others and applying them to game situations.

**Year 5**

### **Defending**

Develop tracking and marking with a variety of techniques and increased success.

### **Space**

Move to create space for themselves and others in their team.

### **Sending & receiving**

Develop passing to a teammate using a variety of techniques appropriate to the game.

### **Attacking**

Develop decision making around when to pass and when to shoot.

**Year 4**

### **Defending**

Develop defending one on one and know when to win the ball.

### **Space**

Move into space to help their team keep possession and score goals.

## Tennis in Year 6 – 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"> <li>• 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.</li> </ul>	<p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>	<p><b><u>Shots</u></b> Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</p> <p><b><u>Serving</u></b> Serve accurately and consistently. Beginning to apply tactics to their serve.</p> <p><b><u>Rallying</u></b> Successfully apply a variety of shots to keep a continuous rally.</p> <p><b><u>Footwork</u></b> Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.</p>

Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step
Social	Respect, communication, collaboration
Emotional	Honesty, perseverance
Thinking	Decision making, selecting and applying tactics, evaluating and improving

**Vocabulary** – volley, footwork, set, tactics, co-operatively, continuously, dig, deep, forecourt, defensive, attacking, consecutive, consistently, backcourt

Red – Previous year's vocabulary.

# Knowledge Organiser: Tennis Y6

## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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
- Split step

### Key Skills: S.E.T

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

### 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.

**Split step:** The step used to move to the ball from the ready position.

**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 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.

### 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><b>Other units that progress into this activity are:</b></p> <ul style="list-style-type: none"> <li>Games</li> <li>Net and Wall Games</li> <li>Ball Skills</li> <li>Fundamentals</li> <li>Sending and Receiving</li> </ul>	<p><b>Shots</b></p> <p>Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</p>	<p><b>Serving</b></p> <p>Serve accurately and consistently. Beginning to apply tactics to their serve.</p>	<p><b>Year 6</b></p>	<p><b>Rallying</b></p> <p>Successfully apply a variety of shots to keep a continuous rally.</p>	<p><b>Footwork</b></p> <p>Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chase.</p>
	<p><b>Shots</b></p> <p>Develop the range of shots used in the games they play.</p>	<p><b>Serving</b></p> <p>Develop their range of serving techniques appropriate to the game they are playing.</p>	<p><b>Year 5</b></p>	<p><b>Rallying</b></p> <p>Use a variety of shots to keep a continuous rally.</p>	<p><b>Footwork</b></p> <p>Demonstrate effective footwork patterns to move around the court.</p>



Get Set 4 P.E.

# Knowledge Organiser: Cricket Year 5 and Year 6



## Links to the PE National Curriculum

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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 6 would use Year 5 and Year 6 vocabulary

### Year 5

- Strike
- Support
- Wicket
- Wicket Keeper
- Fielding
- Batting
- Tracking
- Retrieve

### Year 6

- Defensive hit
- Drive hit
- Continuous
- Consistently
- Obstruction

## Teacher Glossary

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

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

**Runs:** The unit of scoring.

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

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

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

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

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



# 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 persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- 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 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 strike a bowled ball with increasing consistency.
- I can use feedback provided to improve my work.
- I can work collaboratively with others to score runs.
- 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 select the appropriate action for the situation.
- I can strike a bowled ball with increasing consistency and accuracy.
- I can use a wider range of fielding 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 score runs and 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



#### Striking

Strike a bowled ball with increasing accuracy and consistency.

#### Fielding

Consistently select and apply the appropriate fielding action for the situation.

**Year 6**

#### Throwing

Consistently make good decisions on who and when to pass to in order to get batters out.

#### Catching

Consistently demonstrate good technique in catching skills under pressure.

#### Striking

Explore defensive and driving hitting techniques and directional batting.

#### Fielding

Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Year 5**

#### Throwing

Demonstrate clear technique when using a variety of throws under pressure.

#### Catching

Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

#### Striking

Develop batting technique consistent with the rules of the game.

#### Fielding

Develop bowling with some consistency, abiding by the rules of the game.

**Year 4**

#### Throwing

Use overarm and underarm throwing with increased consistency in game situations.

#### Catching

Beginning to catch with one and two hands with some consistency in game situations.

Other units that progress into this activity are:

**Games**  
**Ball Skills**  
**Fundamentals**  
**Striking and Fielding**  
**Sending and Receiving**



## Links to the PE National Curriculum

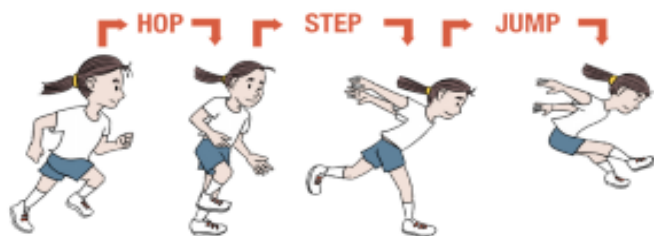
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation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

### Key Skills: Physical

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

### Key Skills: S.E.T

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



## Official Athletic Events

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

### Jumping

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

### Throwing

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**Technique** • **Control** • **Force** • **Continuous Pace**  
**Trajectory** • **Stride** • **Momentum** • **Officiate**  
**Flight** • **Compete** • **Rotation** • **Transfer of Weight**

## Teacher Glossary

**Lead leg:** refers to the leg that clears the hurdle first

**Trail leg:** refers to the leg that clears the hurdle second

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

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

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

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

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

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

# Where this unit sits



## Assessment Criteria

### 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.

### 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:

**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.

**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 6**

**Jumping**  
Develop power, control and technique in the triple jump.

**Throwing**  
Develop power, control and technique when throwing discus and javelin.

**Year 5**

**Jumping**  
Explore technique and rhythm in the triple jump.

**Throwing**  
Develop technique and power in javelin and shot put.

## Links to the PE National Curriculum

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

### Key Skills: Physical

- Stamina
- Running

### Key Skills: S.E.T

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



## Why OAA?

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

### Top tips for teaching Team Building:

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

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 6 would use Year 5 and Year 6 vocabulary

- Year 5**
- Tactical
  - Orienteering
  - Leader
  - Control Card
  - Navigation
  - Orientate
- Year 6**
- Critical Thinking
  - Location
  - Strategy
  - Co-operatively
  - Symbol
  - Boundaries

## Teacher Glossary

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

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

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

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

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

# Where this unit sits



## Assessment Criteria

### Year 4

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

### Year 5

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

### Year 6

- I am inclusive of others, can share job roles and lead when necessary.
- I can orientate a map efficiently to navigate around a course.
- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can use critical thinking skills to form ideas and strategies to solve challenges.
- I can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.

### 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  
Team Building  
Introduction to PE

**Problem Solving**  
Pool ideas within a group, selecting and applying the best method to solve a problem.

**Navigational Skills**  
Orientate a map efficiently to navigate around a course.

Year 6

**Communication**  
Inclusively communicate with others, share job roles and lead when necessary.

**Reflection**  
With increasing accuracy they reflect on when and how they were successful at solving challenges and alter their methods in order to improve.

**Problem Solving**  
Explore tactical planning within a team to overcome increasingly challenging tasks.

**Navigational Skills**  
Develop navigational skills and map reading in increasingly challenging tasks including map orientation.

Year 5

**Communication**  
Explore a variety of communication methods with increasing success.

**Reflection**  
Reflect on when they were successful at solving challenges and alter their methods in order to improve.

**Problem Solving**  
Plan independently and in small groups, implementing a strategy with increased success.

**Navigational Skills**  
Identify key symbols on a map and use a key to help navigate around a grid.

Year 4

**Communication**  
Confidently communicate ideas and listen to others.

**Reflection**  
With increased accuracy, critically reflect on when and why they were successful at solving challenges.