



PE at Meadows First School (Vision and Intent)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our PE Curriculum as follows:



We equip children with the PE **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in PE across the school. Vocabulary development plays a vital role in this. We want children to be able to use PE as a physical means for communication and to use language skillfully. For example, in gymnastics children can talk about different sorts of jumps accurately, using language such as tuck, star, half turn, from Key Stage 1.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in PE. We use significant sporting events to inspire and enrich our PE curriculum for example the Olympics or Commonwealth Games which makes their learning relevant and interesting.

We want children to develop a thirst for learning by using memorable and purposeful learning experiences. We make sure that our staff have top quality CPD by employing coaches to deliver specialist training to our staff where appropriate.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the PE curriculum- eg. We invite coaches in from local sports clubs to inspire the children to take up new sport eg. Bromsgrove Gymnastics Club across the school.

We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live.

The PE curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in PE, supporting and encouraging each other, as well as reflecting on and critically evaluating each other's work. We enable parents to support their children by involving them in their education and inviting them into school: eg: during Healthy School week parents are invited to join us for our annual Sports Day. There are other opportunities for parental involvement such as when Reception invite parents into school to participate in the Sports Relief Mile. Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in physical activity and explore the richness of the world around them can aid wellbeing and reduce stress.

We know how to keep ourselves safe in PE, using equipment carefully and safely. We are proud of what we can achieve!

Love of Learning

PE



key knowledge & skills

Global citizens

Positive Relationships

Unique child

At Meadows First School we can all become athletes! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the PE curriculum. E.g. we support all of our children with a range of equipment that caters for all needs. All of our children will have the opportunity to represent their school at competitions, festivals and regattas as they progress through the school. Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to have a go and experience a range of games and sports and to talk enthusiastically about their participation and performance.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and talk about their PE work.

Focused: We want them to have no ceiling to their achievements and to grow up physically active and informed about how to make decisions about maintaining healthy lifestyles!

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!

PE		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
YN		Intro to PE – Unit 1		Fundamentals – Unit 1		Games – Unit 1		Dance – Unit 1		Gymnastics – Unit 1		Ball skills – Unit 1	
YR Cygnets		Intro to PE – Unit 2		Fundamentals – Unit 2		Dance – Unit 2		Games – Unit 2		Gymnastics – Unit 2		Ball skills – Unit 2	
YR Goslings		Intro to PE – Unit 2		Fundamentals – Unit 2		Dance – Unit 2		Games – Unit 2		Gymnastics – Unit 2		Ball skills – Unit 2	
Y1 Caterpillars		Ball skills	Fundamentals	Gymnastics	Sending and Receiving Games	Dance	Target Games	Invasion Games	Yoga	Athletics	Net and Wall Games	Striking and Fielding Games	Team building
Y1 Dragonflies		Gymnastics	Ball skills	Sending and Receiving Games	Fundamentals	Invasion Games	Dance	Yoga	Target Games	Net and Wall Games	Athletics	Team building	Striking and Fielding Games
Y2 Hedgehogs		Fundamentals	Ball skills	Invasion Games	Dance	Sending and Receiving Games	Fitness	Gymnastics	Target Games	Athletics	Team building	Net and Wall Games	Striking and Fielding Games
Y2 Owls		Invasion Games	Fundamentals	Dance	Ball skills	Gymnastics	Target Games	Sending and Receiving Games	Fitness	Net and Wall Games	Athletics	Striking and Fielding Games	Team building
Y3 Dolphins		Gymnastics	Ball skills	Fundamentals	Dodgeball	Netball	Dance	Fitness	Hockey	Handball	Athletics	Cricket	Tennis
Y3 Sharks		Ball skills	Fundamentals	Dodgeball	Gymnastics	Dance	Hockey	Netball	Fitness	Athletics	Handball	Tennis	Cricket
Y4 Jaguars		Dance	Swimming	Basketball	Swimming	Tag rugby	Gymnastics	Football	Golf	Tennis	Athletics	OAA	Rounders
Y4 Tigers		Basketball	Golf	Dance	Football	Tag rugby	Swimming	Gymnastics	Swimming	Athletics	Tennis	Rounders	OAA

Skills & Knowledge progression through school from Nursery to Year 4

	EYFS	Year 1	Year 2	Year 3	Year 4
National Curriculum Statements		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		<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, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Body management (Yoga & Gymnastics)	<p><u>Gymnastics</u> <u>Skills</u> Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p> <p><u>Knowledge</u> Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p><u>Gymnastics</u> <u>Skills</u> Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus</p> <p><u>Knowledge</u> Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p><u>Gymnastics</u> <u>Skills</u> Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.</p> <p><u>Knowledge</u> Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow</p>	<p><u>Gymnastics</u> <u>Skills</u> Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p> <p><u>Knowledge</u> Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p>	<p><u>Gymnastics</u> <u>Skills</u> Shapes: develop the range of shapes I use in my 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 them with increased control. Jumps: develop control in performing and landing rotation jumps.</p> <p><u>Knowledge</u> Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension.</p>

				Strategy: know that if I use different levels it will help to make my sequence look interesting.	Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting.
	<u>Yoga (in Fundamentals & Gymnastics)</u> <u>Skills</u> Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Mindfulness: explore my own feelings in response to an activity or task. <u>Knowledge</u> Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that I can hold my weight on different parts of my body. Mindfulness: understand how movement makes me feel.	<u>Yoga Skills</u> Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity. <u>Knowledge</u> Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy.			
Dance	<u>Skills</u> Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others. <u>Knowledge</u> Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea.	<u>Skills</u> Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience. <u>Knowledge</u> Actions: understand that actions can be sequenced to create a dance.	<u>Skills</u> Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance. <u>Knowledge</u> Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.	<u>Skills</u> Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing. <u>Knowledge</u> Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before	<u>Skills</u> Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently. <u>Knowledge</u>

	<p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p>	<p>deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>
<p>Games (Invasion games, Target games, Net and wall games & Striking and fielding games)</p>	<p>Ball skills <u>Skills</u> Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Knowledge Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>	<p>Ball skills <u>Skills</u> Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p> <p>Knowledge Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.</p>	<p>Ball skills <u>Skills</u> Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Knowledge Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Ball skills <u>Skills</u> Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.</p> <p>Knowledge Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Catching: know to move my feet to the ball. Tracking: know that using a ready position will help me to react to the ball. Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>Ball skills (in all Games) <u>Skills</u> Sending: accurately use a range of techniques to send a ball to a target. Catching: catch different sized objects with increasing consistency with one and two hands. Tracking: consistently track a ball sent directly and indirectly. Dribbling: dribble a ball with increasing control and co-ordination.</p> <p>Knowledge Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: know to adjust my hands to the height of the ball. Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this. Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>
	<p>Invasion games (in Ball Skills and Games) <u>Skills</u></p>	<p>Invasion games <u>Skills</u> Sending & receiving: explore s&r with hands and feet to a partner.</p>	<p>Invasion games <u>Skills</u> Sending & receiving: developing s&r with increased control.</p>	<p>Invasion games (in Hockey, Netball & Handball) <u>Skills</u> Sending & receiving: explore s&r abiding by the rules of the game.</p>	<p>Invasion games (in Basketball, Football & Tag Rugby) <u>Skills</u></p>

	<p>Sending & receiving : explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p> <p><u>Knowledge</u></p> <p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the ball close will help with control.</p> <p>Space: know that being in a space gives me room to play.</p> <p>Attacking & defending: know that there are different roles in games.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p> <p><u>Knowledge</u></p> <p>Sending & receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</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><u>Knowledge</u></p> <p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p> <p><u>Knowledge</u></p> <p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p> <p><u>Knowledge</u></p> <p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>
	<p>Target games (in Fundamentals, Games & Balls Skills)</p> <p><u>Skills</u></p> <p>Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment.</p> <p><u>Knowledge</u></p> <p>Throwing: know to point my hand at my target when throwing.</p>	<p>Target games</p> <p><u>Skills</u></p> <p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target</p> <p><u>Knowledge</u></p> <p>Throwing: know which type of throw to use for distance and accuracy.</p>	<p>Target games</p> <p><u>Skills</u></p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p><u>Knowledge</u></p>	<p>Target games (in Dodgeball)</p> <p><u>Skills</u></p> <p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p><u>Knowledge</u></p> <p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p>	<p>Target games (in Golf)</p> <p><u>Skills</u></p> <p>Striking: strike a ball with increasing consistency.</p> <p><u>Knowledge</u></p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>

	<p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe</p>	<p>Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules</p>	<p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	
	<p><u>Net and wall games (in Games & Ball Skills)</u></p> <p><u>Skills</u></p> <p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p> <p><u>Knowledge</u></p> <p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p><u>Net and wall games</u></p> <p><u>Skills</u></p> <p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p> <p><u>Knowledge</u></p> <p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p><u>Net and wall games</u></p> <p><u>Skills</u></p> <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p> <p><u>Knowledge</u></p> <p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules</p>	<p><u>Net and wall games (in Tennis)</u></p> <p><u>Skills</u></p> <p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots</p> <p><u>Knowledge</u></p> <p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them</p>	<p><u>Net and wall games (in Tennis)</u></p> <p><u>Skills</u></p> <p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p><u>Knowledge</u></p> <p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>
	<p><u>Striking and fielding games (in Games & Ball Skills)</u></p> <p><u>Skills</u></p> <p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p>	<p><u>Striking and fielding games</u></p> <p><u>Skills</u></p> <p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p>	<p><u>Striking and fielding games</u></p> <p><u>Skills</u></p> <p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p>	<p><u>Striking and fielding games (in Cricket)</u></p> <p><u>Skills</u></p> <p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p>	<p><u>Striking and fielding games (in Rounders)</u></p> <p><u>Skills</u></p> <p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p>

	<p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p> <p>Knowledge Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>	<p>Catching: develop co-ordination and technique when catching.</p> <p>Knowledge Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique</p> <p>Knowledge Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>	<p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p> <p>Knowledge Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.</p>	<p>Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p> <p>Knowledge Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.</p>
<p>FMS - Fundamental movement skills (Fundamentals, Fitness & Athletics)</p>	<p>Fundamentals Skills Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.</p> <p>Knowledge Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance.</p>	<p>Fundamentals Skills Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Knowledge Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p>	<p>Fundamentals Skills Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p> <p>Knowledge Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking</p>	<p>Fundamentals Skills Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.</p> <p>Knowledge Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession,</p>	

	<p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that i use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p>	<p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>momentum will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	
	<p>Fitness (in Fundamentals & Gymnastics)</p> <p>Skills</p> <p>Agility: explore changing direction safely.</p> <p>Balance: explore balancing whilst stationary and on the move.</p> <p>Co-ordination: explore moving different body parts together.</p> <p>Speed: explore moving and stopping with control.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Stamina: explore moving for extended periods of time.</p> <p>Knowledge</p> <p>Agility: know that moving into space away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>		<p>Fitness</p> <p>Skills</p> <p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p> <p>Knowledge</p> <p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>	<p>Fitness</p> <p>Skills</p> <p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time.</p> <p>Knowledge</p> <p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p>	
	<p>Athletics</p> <p>Skills</p>	<p>Athletics</p> <p>Skills</p>	<p>Athletics</p> <p>Skills</p>	<p>Athletics</p> <p>Skills</p>	<p>Athletics</p> <p>Skills</p>

	<p>Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.</p> <p><u>Knowledge</u> Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.</p>	<p>Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p> <p><u>Knowledge</u> Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.</p>	<p>Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p> <p><u>Knowledge</u> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>	<p>Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p> <p><u>Knowledge</u> Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p> <p><u>Knowledge</u> Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events.</p>
OAA	<p><u>OAA (in Introduction and Games)</u> <u>Skills</u> Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.</p> <p><u>Knowledge</u> Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges. E.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful.</p>	<p><u>OAA (in Team building)</u> <u>Skills</u> Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.</p> <p><u>Knowledge</u> Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.</p>	<p><u>OAA (in Team building)</u> <u>Skills</u> Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.</p> <p><u>Knowledge</u> Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.</p>		<p><u>OAA</u> <u>Skills</u> Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.</p> <p><u>Knowledge</u> Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of</p>

	Rules: know that rules help us to stay safe.				working with integrity.
Swimming & water safety					<p>Beginner Swimming</p> <p><u>Skills</u></p> <p>Strokes: can swim over a 10m distance with a buoyancy aid. Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: can submerge confidently in the water. Begin to explore breathing in sync with my kicking action.</p> <p>Water safety: become aware of water safety and explore floating on my front and back. Demonstrate an awareness of water safety and float on my front and on my back.</p> <p><u>Knowledge</u></p> <p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. Understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that I need to take a big breath before submerging. Know that when I swim, I inhale through my mouth when my face is above the water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating can help me to stay safe. Understand that floating uses less energy than swimming.</p> <p>Rules: know that walking on poolside helps to keep me safe. Know how to safely enter and exit the pool.</p> <p>Developing Swimming</p>

					<p><u>Skills</u></p> <p>Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Demonstrate improved breathing technique in front crawl</p> <p>Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p><u>Knowledge</u></p> <p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> <p>Know what to do if I fall in the water.</p> <p>Rules: know that the water should be clear of swimmers before entering.</p> <p>Understand the water safety rules.</p> <p><u>Intermediate Swimming</u></p> <p><u>Skills</u></p> <p>Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p>
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					<p>Identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions. Perform a variety of survival techniques.</p> <p>Knowledge</p> <p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Understand that making my body streamlined helps me to glide through the water.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Know which survival technique to use for the situation.</p> <p>Rules: understand rules in and around water. Understand that different environments have different rules to keep us safe around water.</p>
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Our knowledge organisers show the key knowledge and prior learning for each unit. They have been carefully matched to our sequences of learning for each term. Here are some examples of our KNOWLEDGE ORGANISERS in PE:

Get Set 4 PE. Knowledge Organiser: Fundamentals Year 1

Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

What are fundamental skills?

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

Key Vocabulary:

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

Teacher Glossary

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

Get Set 4 PE. Knowledge Organiser: Football 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

- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

Key Rules

- Handball:** when a player handles the ball with any part of their arm.
- Goal kick:** a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- A penalty kick:** is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball provided it is in play.

Key Vocabulary:

- goal keeper
- opponent
- opposition
- dribbling
- defender
- attacker
- communicate
- tracking
- control
- tackle
- outside
- possession
- inside
- available

Key principles of invasion games

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

Teacher Glossary

Interception: intercepting 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
Foul: an act by a player that breaks the rules of the game
Throw in: A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball

Get Set 4 PE. Knowledge Organiser: Ball Skills Year 2

Links to the PE National Curriculum

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

Key Skills: Physical

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

Key Skills: S.E.T

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

Examples of games that use ball skills

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

Key Vocabulary:

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

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.

Get Set 4 PE. Knowledge Organiser: Athletics 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.
- 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

- 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

Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m	Long jump Jump for distance	Discus Fling throw
Hurdles	Triple jump Jump for distance	Shot Push throw
Relay	High jump Jump for height	Hammer Fling throw
Middle distance 800m, 1500m	Pole vault Jump for height	Javelin Pull throw
Long distance 5,000, 10,000		
Steeplechase		

Key Vocabulary:

- speed
- accurately
- power
- personal best
- determination
- further
- faster
- control
- strength
- pace

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

Enrichment

Year 3/4 Hockey Festival November 2022



At Meadows First School, we believe PE is an integral part of the curriculum that promotes not only physical skill but core values.

We believe that physical activity plays a large roll in motivating children to be happy and creating better, more focussed learners.

Year 1-3 Gymnastics Festival February 2023



Year 3/4 Hockey School Games 18.4.23



Children across school have opportunities to take part in outside school competitive events. For some events whole year groups take part, and for others, teams are chosen to attend. We expect children to demonstrate our core principals when engaging in competition in order to demonstrate the seven school games values. During PE lessons we reinforce the need to show respect to others and this shines through when we attend competitions.

Year 3/4 Hockey School Games Qualifiers March 2023



Year 4 Bikability



In addition to our what we deliver from the National Curriculum, we also provide children with additional opportunities to take part in a range of sporting and physical activities in school by working with a range of sports teams and companies to provide top level coaching for our children.

Year 1-4 Kidderminster Harriers Football Training Sessions



Reception Balance-Ability - learn to cycle



Year 4 Bellboating



Birmingham Commonwealth Games 2022

Mascot Visit

