



Links to the PE National Curriculum

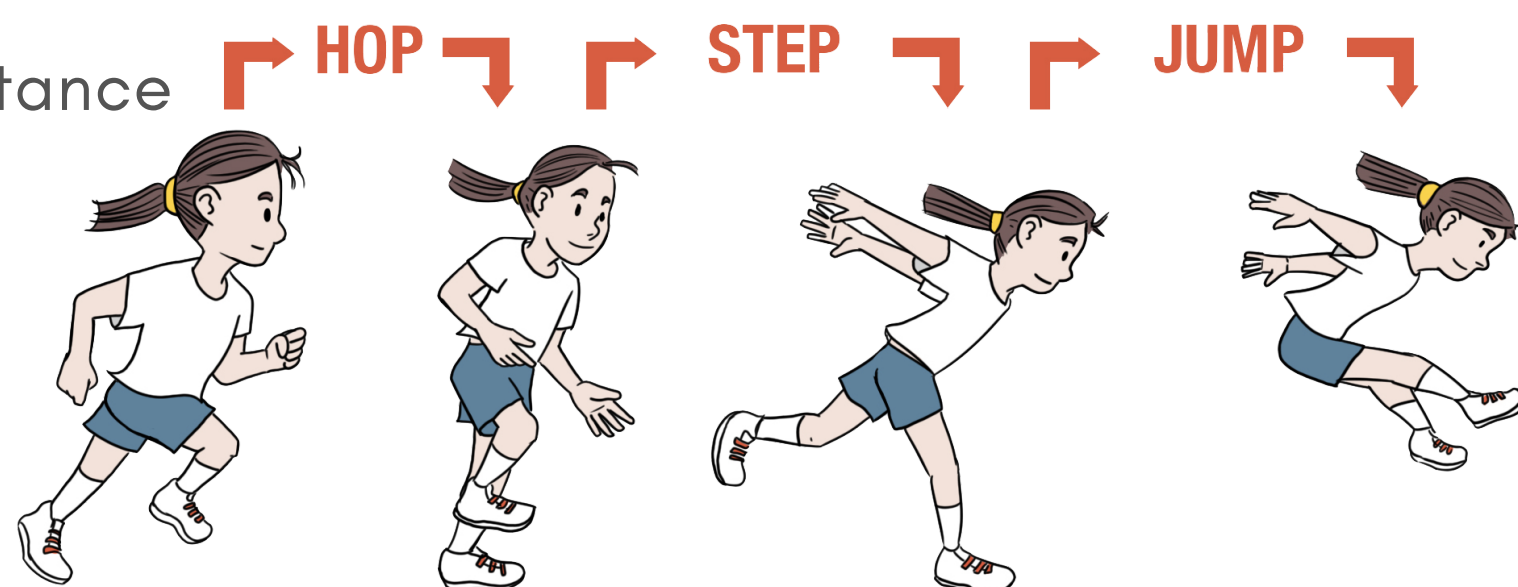
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation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

Key Skills: Physical

- Pacing
- Sprinting technique
- Relay changeovers
- Jumping for height
- Jumping for distance - long jump, triple jump
- Push throw for distance - shot put, javelin
- Pull throw for distance

Key Skills: S.E.T

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



Official Athletic Events

Running

Sprinting

100m, 200m, 400m

Hurdles

Relay

Middle distance

800m, 1500m

Long distance

5,000, 10,000

Steeplechase

Jumping

Long jump

Jump for distance

Triple jump

Jump for distance

High jump

Jump for height

Pole vault

Jump for height

Throwing

Discus

Fling throw

Shot

Push throw

Hammer

Fling throw

Javelin

Pull throw

Key Vocabulary:

technique • compete • continuous pace • flight

determination • personal best • momentum • stride

downsweep • upsweep • officiate • rhythm

Teacher Glossary

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

Downsweep: in relay when the performer passes the baton in a downward action

Upsweep: when the performer passes the baton in an upward action

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

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

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

Jump: take off and land on two feet

Pull throw: when the performer pulls the item through the air

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



Links to the PE National Curriculum

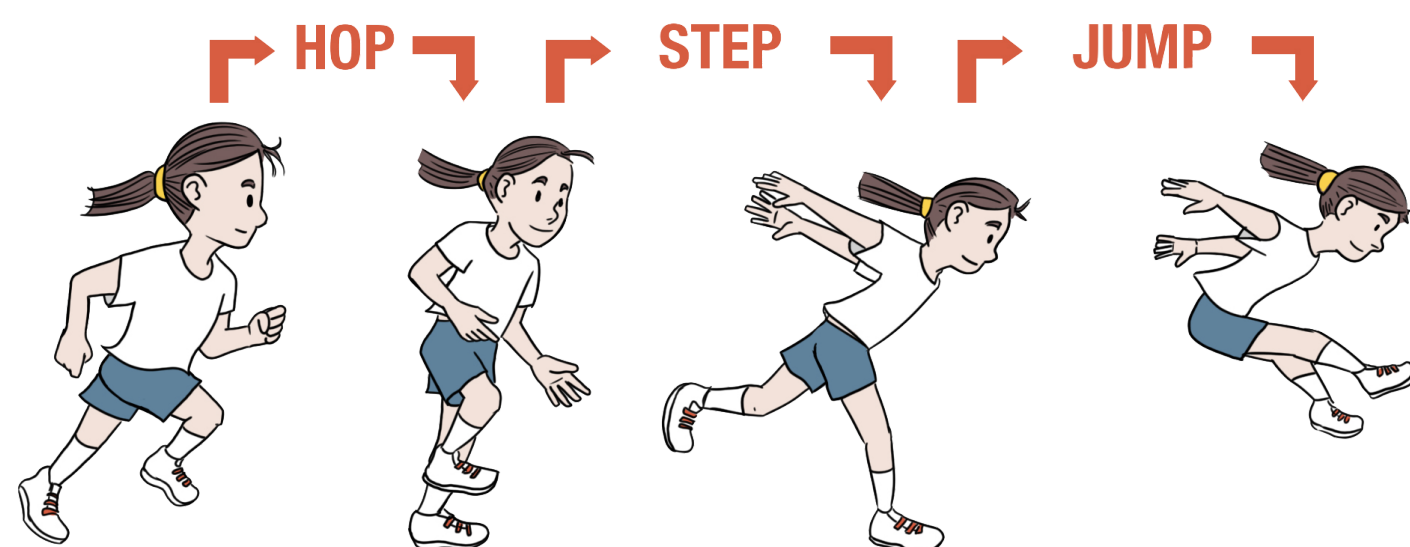
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation 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:

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

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

- Ready position
- Grip
- Forehand
- Backhand
- Serve
- Footwork

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development

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

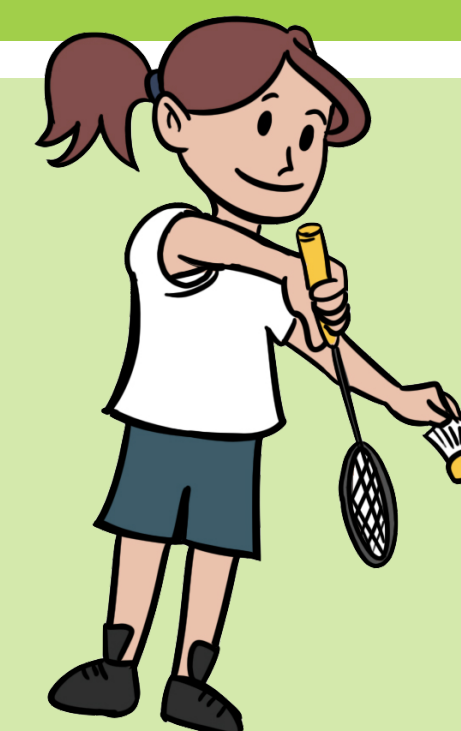


How to score

- A match consists of the best of 3 games of 21 points per game.
- Every time there is a serve, there is a point scored.

A player wins a point when :

- Opponent hits the shuttlecock into the net.
- Opponent hits the shuttlecock out of the court area.
- Opponent misses the shuttlecock and it lands on the floor in the court area.



Key Vocabulary:

- | | | |
|------------------|------------------|------------------|
| • backhand | • control | • ready position |
| • forehand | • co-operatively | • outwit |
| • rally | • return | • serve |
| • ready position | • defensive | • attacking |
| • opponent | • attacking | • continuously |

Teacher Glossary

Head face: The head face of the racket is the part with the strings on, it is used to hit the shuttlecock.

Chasse: A chasse step allows a player to move and cover a short distance efficiently on the court.

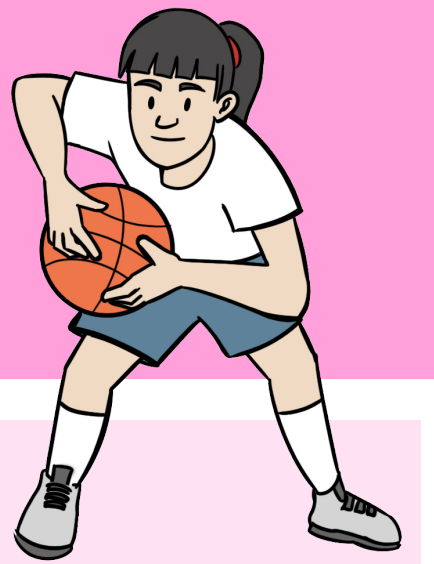
Baseline: The line indicating the back of the court.

Follow through: Describes the path of the racket following it's contact with the shuttle. It is an important technique of producing controlled strokes.

Defence: Playing defensively generally means hitting shots upwards and lofty as it gives players time to recover.

Forecourt: The forecourt area is the front third of the court. It is the region between the short service line and the net.

Backcourt: The backcourt area is the section around the boundary lines in the back third of the court.



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.

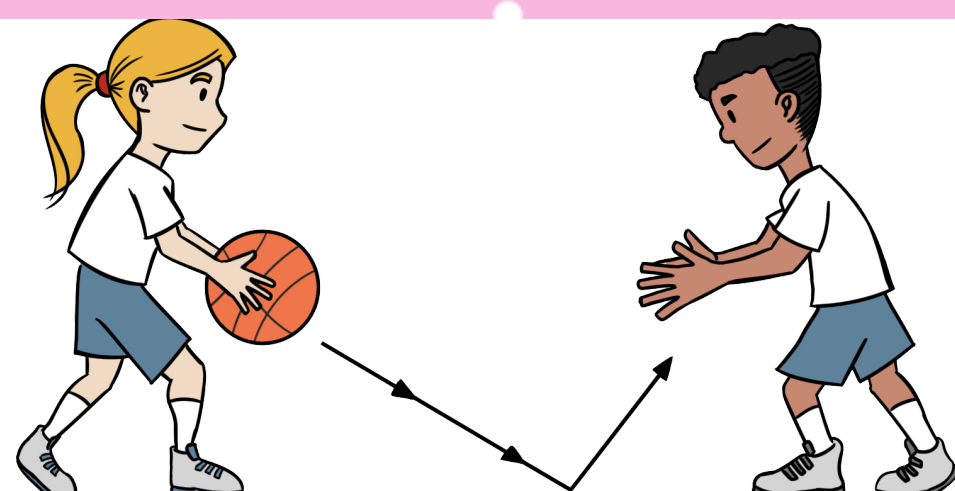
Key Skills: Physical

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



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:

- | | | |
|------------------|--------------|------------|
| • referee | • set shot | • opponent |
| • double dribble | • possession | • rebound |
| • tactics | • conceding | • outwit |
| • set shot | • traveling | |
| • foul | • jump shot | |

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



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

Key principles of striking and fielding games

Attacking

Score points

Placement of an object

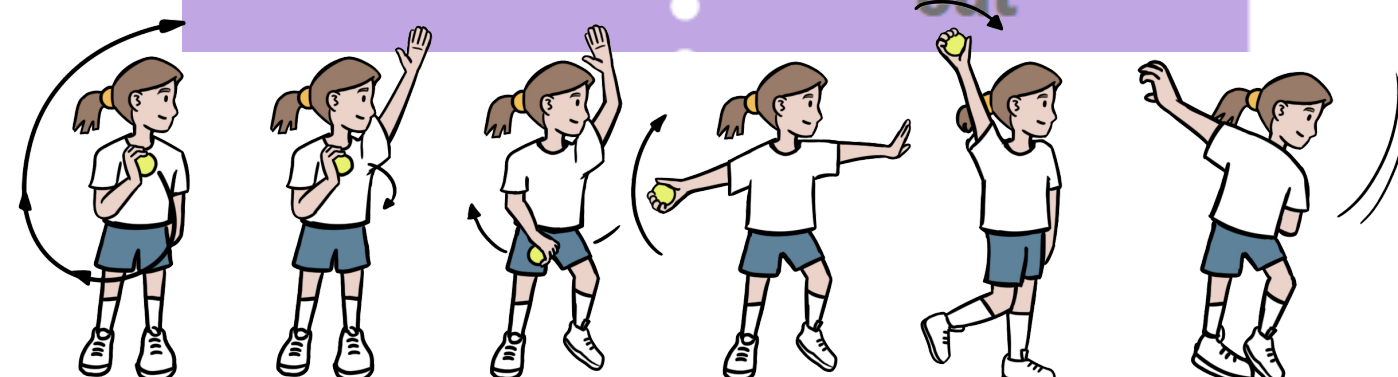
Avoid getting out

Defending

Limit points

Deny space

Get opponents out



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:

- | | | |
|----------------|---------------|-----------------|
| • strike | • batting | • wicket keeper |
| • fielding | • wicket | • tracking |
| • consistently | • tracking | • retrieve |
| • support | • 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.

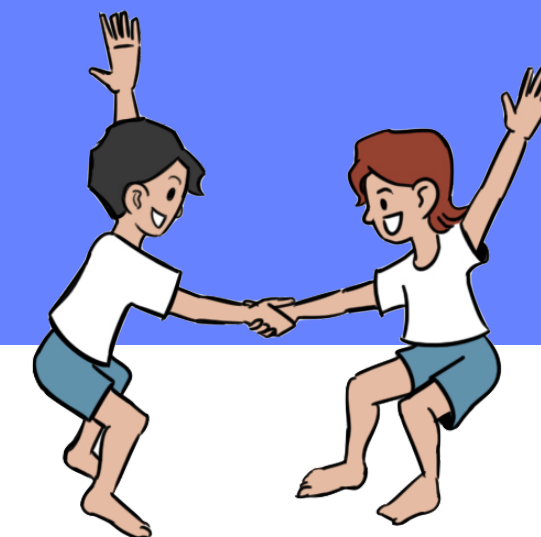
Bowler: The player who starts the game by bowling to the batter.

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.



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, structure, space, emotion, matching, mirroring, transitions

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration and awareness of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Creating
- Thinking: Observing and providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting and applying skills

Key Vocabulary:

- levels • actions • formation • timing
- relationship • performance • expression
- unison • posture • dynamics • canon

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.



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:

• 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.

Links to the PE National Curriculum

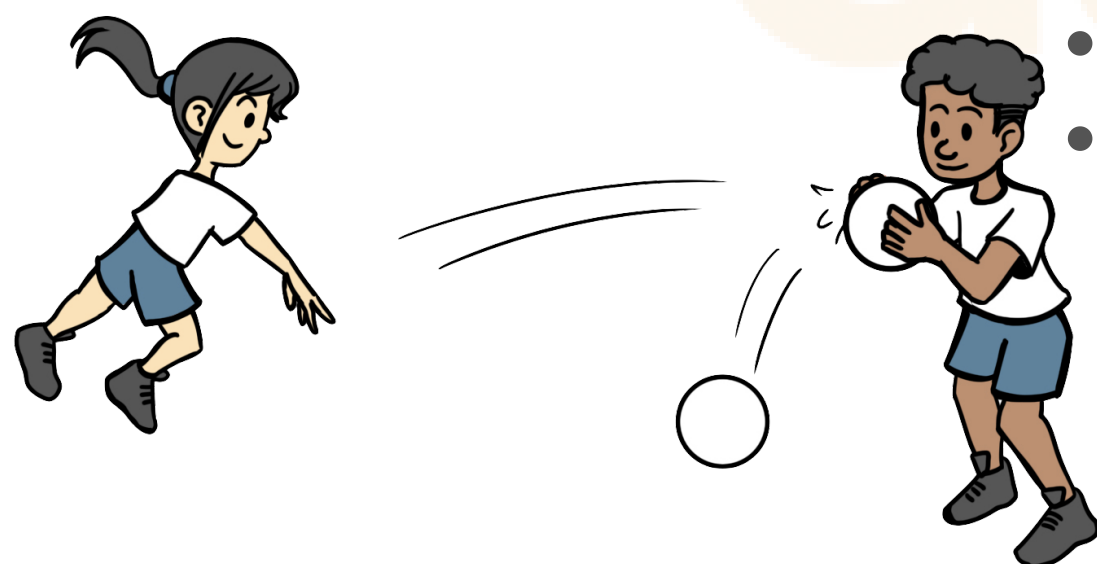
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- use running,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

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking

Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Leadership
- Emotional: Honesty
- Emotional: Determination
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying tactics



A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- An opposition player catches a LIVE ball they have thrown. So, if a player throws it and their opponent catches it cleanly then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

Key Vocabulary:

- | | | |
|----------------|--------------|------------------|
| • pressure | • tactics | • opponent |
| • officiate | • referee | • fair play |
| • consistently | • outwit | • sportsmanship |
| • support | • tournament | • co-operatively |

Teacher Glossary

Live Ball: A "LIVE" ball is one that has not bounced or hit a wall/ceiling.

End Zone: The areas at the back of the court where players must stand at the start of a game.

Target: Any 'live' player on the opposing team.

Dead Zone: The area that runs through the centre of the court. Only a players hands are allowed in the dead zone.



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Questions...

- How does exercise affect our body?
- Can you describe what happens in your body when you warm up?
- Can you identify other activities that can increase stamina, strength, agility and flexibility?
- What muscles can you feel working during the different activities you do?

Key Vocabulary:

Encourage pupils to use this language in your lessons.

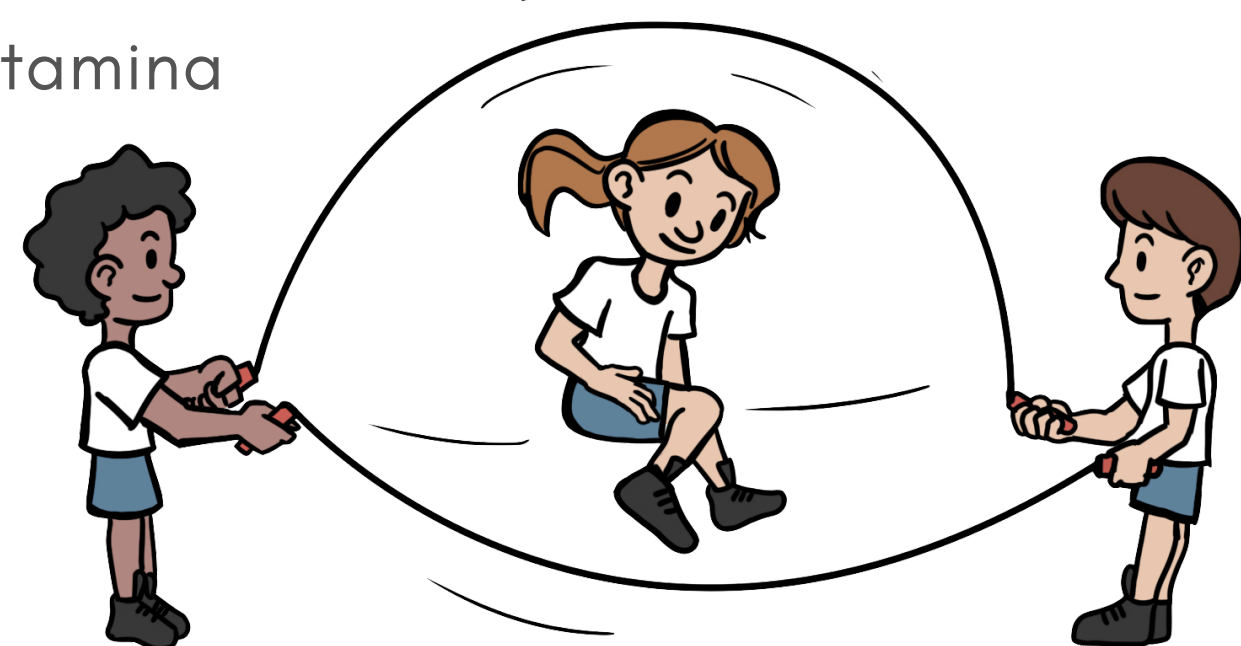
- | | | |
|-------------------------|--------------------|------------------|
| • agility | • technique | • speed |
| • balance | • control | • power |
| • generate force | • strength | • analyse |
| • continuous | • stamina | • measure |
| • co-ordination | • component | • record |

Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



Teacher Glossary

Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Power: Speed and strength combined.

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

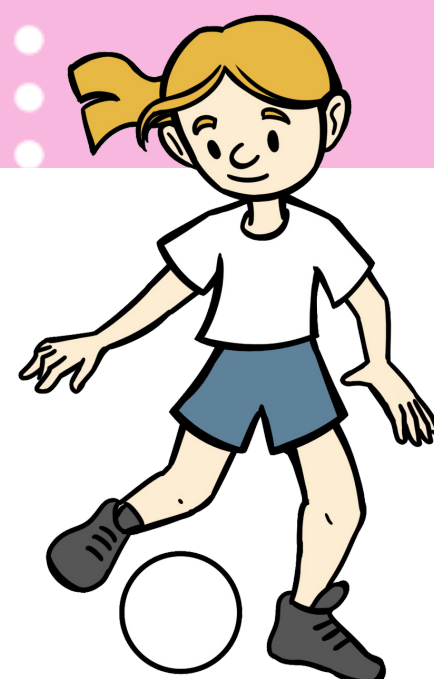
- Dribbling
- Passing
- Ball control
- Tracking / jockeying
- Turning
- Goalkeeping
- Receiving

Key Skills: S.E.T

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

Key principles of invasion games

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



Key Rules

- **Hand ball:** 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 is committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:

- | | | |
|-----------------------|---------------------|-------------------|
| • control | • tactics | • opponent |
| • intercepting | • possession | • tracking |
| • consistently | • conceding | • outwit |
| • pressure | • foul | • touch |
| • possession | • outwit | |

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 line, 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



Links to the PE National Curriculum

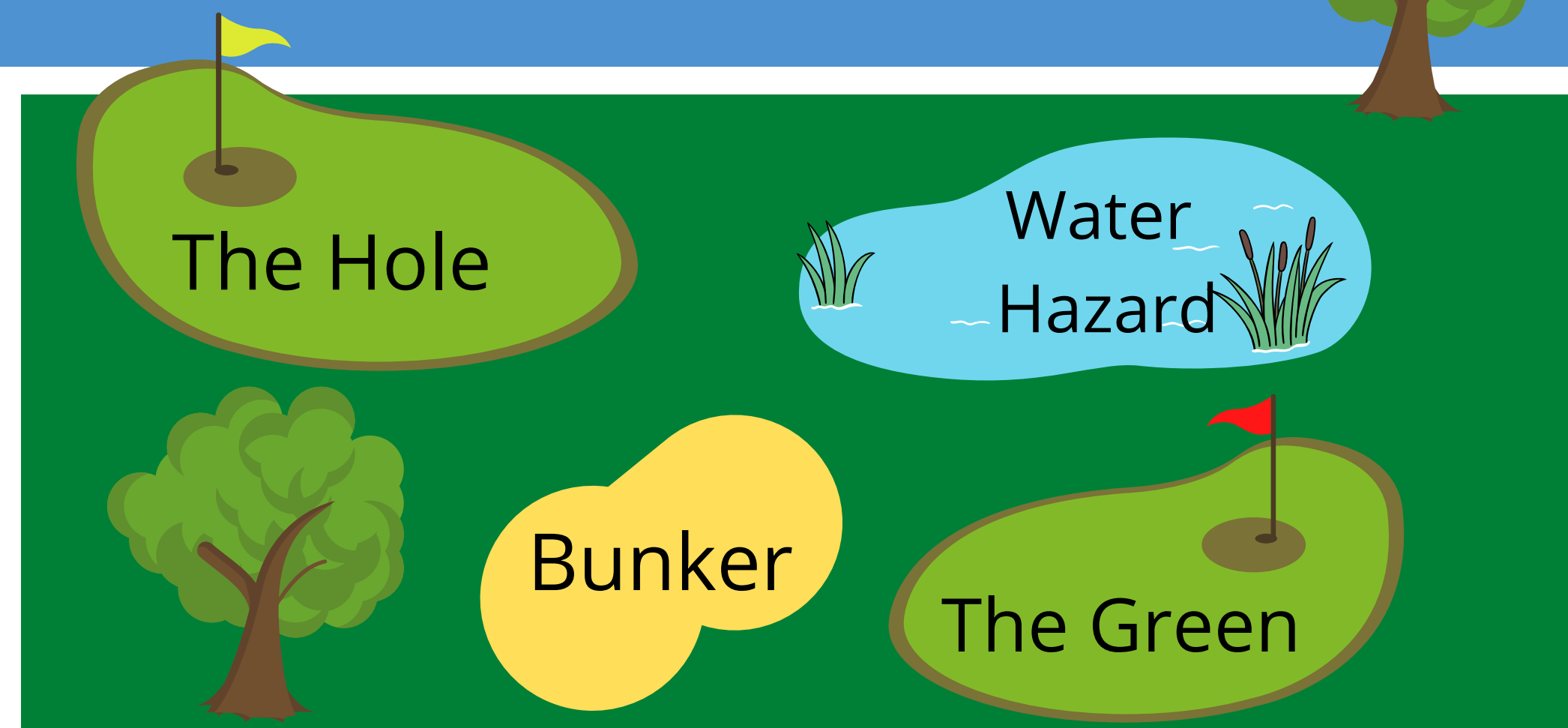
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
- play competitive games, modified where appropriate

Key Skills: Physical

- Balancing
- Coordination
- Accuracy
- Striking

Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Social: Sharing and agreeing on ideas
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Being of proud of their work
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development
- Thinking: Creativity



Key Vocabulary:

- | | | | |
|----------------|---------|----------|------------|
| • par | • putt | • drive | • chipping |
| • strike | • hole | • swing | • power |
| • consistently | • align | • bunker | |
| • accurately | • swing | • hazard | |

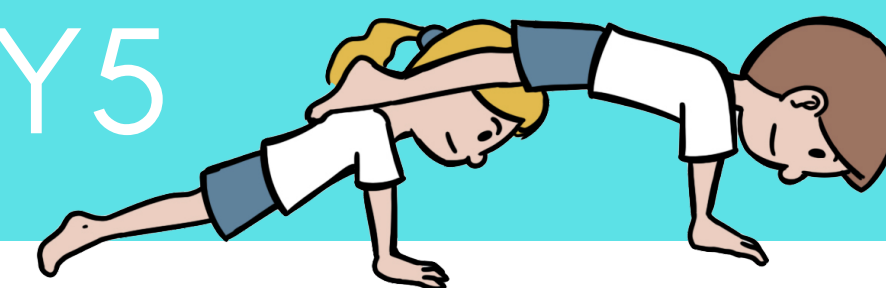
Teacher Glossary

Putt: A putt is a short shot played when the ball is on the green (near the hole).

Chipping: Aim of chipping in golf is to carry the ball onto or as close to the green (where the hole is) as possible. Chipping also allows the ball to roll towards the hole. It's a shot that should roll further than it flies.

Drive: A drive focuses on sending the ball a long distance to get the ball closer to the green.

Tee: A tee is normally used for the first stroke of each hole. Players hit the ball from something called a tee.



Links to the PE National Curriculum

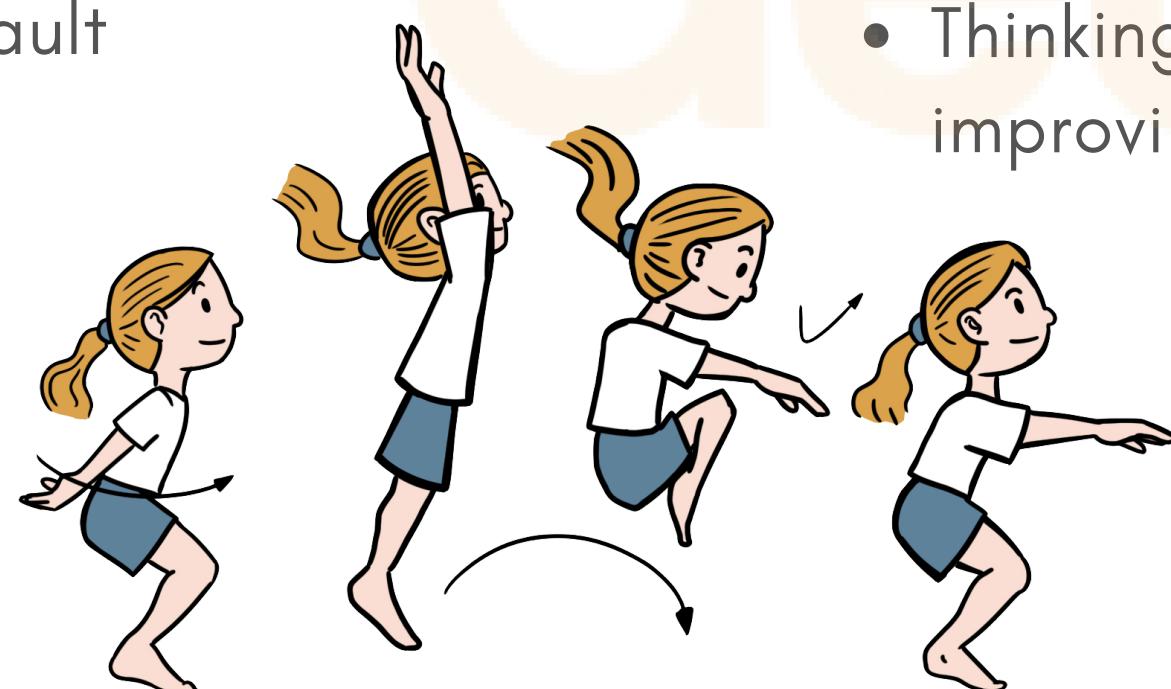
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Vault

Key Skills: S.E.T

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



Ways to improve a sequence

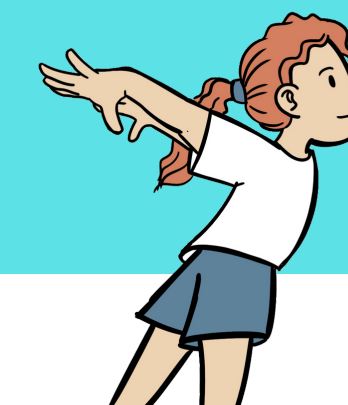
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.
- **Timing:** Use canon and synchronisation in the performance.

Key Vocabulary:

- **symmetrical**
- **asymmetrical**
- **extension**
- **rotation**
- **synchronisation**
- **canon**
- **inverted**
- **progression**
- **aesthetics**

Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Pathway:** Designs traced in space (on the floor or in the air).
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.
- Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- Canon:** When performers complete the same physical action one after the other.
- Synchronisation:** When performers complete the same physical action at the same time.



Links to the PE National Curriculum

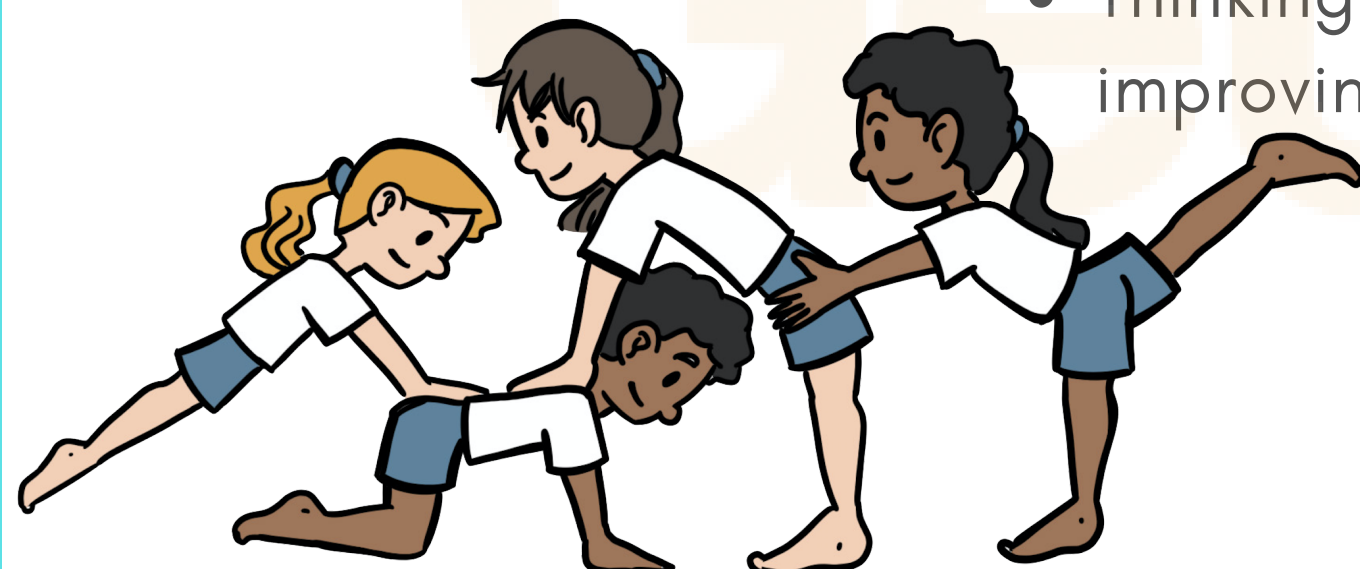
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and 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:

- 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.

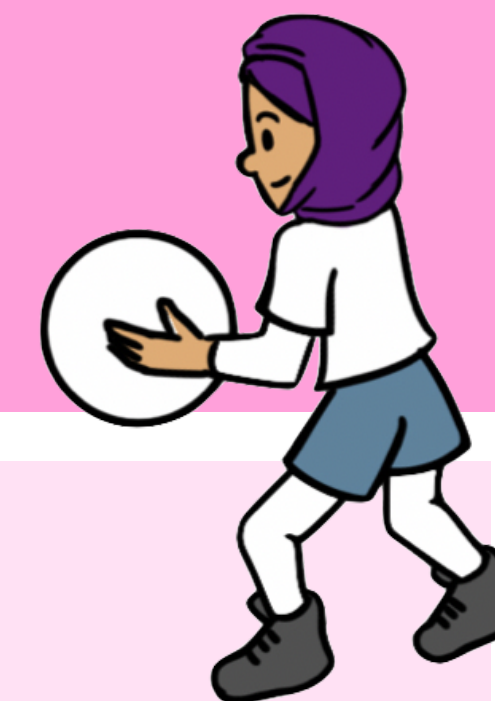
Pathway: Designs traced in space (on the floor or in the air).

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.



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 Rules

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

Key Vocabulary:

pressure

delay

control

tactics

support

release

angle

reaction

principle

inclusion

create

close down

transfer

Key Skills: Physical

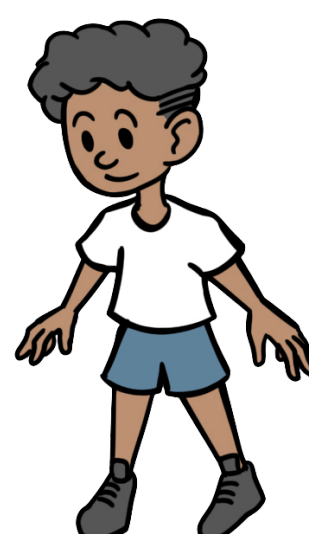
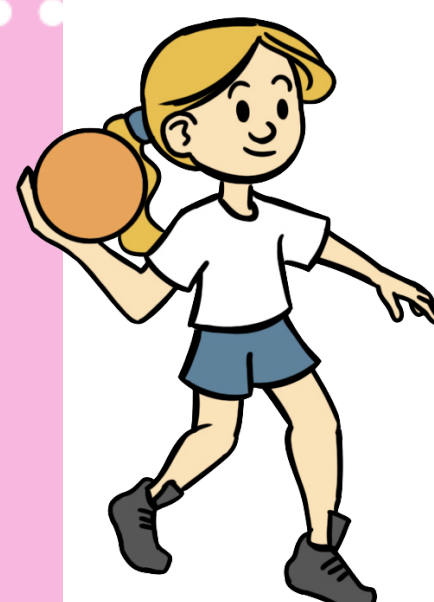
- Throwing and catching
- Moving with the ball
- Dribbling
- Intercepting
- Shooting

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and provide feedback

Key principles of invasion games

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



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.

Principle: these are the attacking and defending foundations that make up a game. Please see principles on the left.

Close down: used in defence to deny a space to an opponent or to make an angle smaller making it harder for the attack.



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

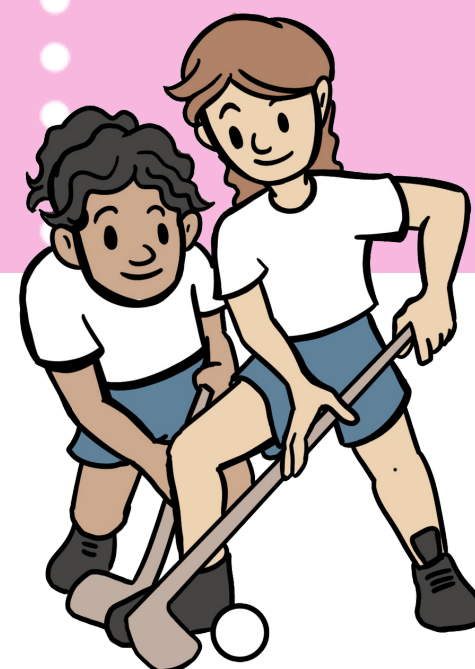
- Dribbling
- Passing
- Receiving
- Tackling
- Creating and using space
- Shooting

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
- Thinking: Selecting and applying skills

Key principles of invasion games

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



Key Rules

- **Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.
- **Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.
- **High stick:** When a player attempts to play at any high ball (over knee height) with the stick.
- **Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

Key Vocabulary:

- obstruction
- conceding
- block tackle
- trapping the ball
- possession
- attack
- support
- interception
- jab tackle
- consistently
- bully off
- defence

Teacher Glossary

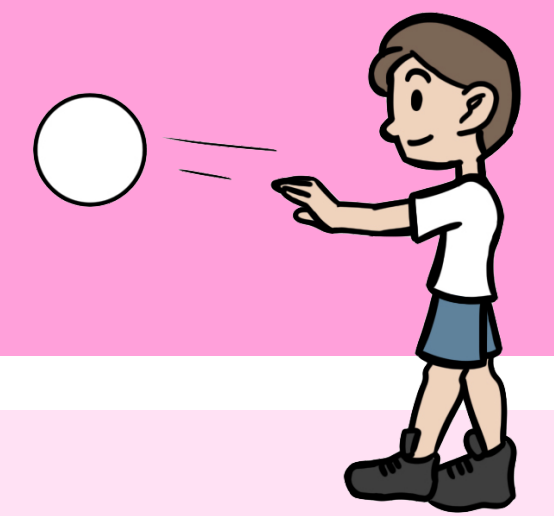
Interception: When a player takes possession of the ball away from the opposition as the ball is passed

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

Bully off: used to restart a game after a stoppage.

Trapping the ball: getting down low to stop and receive a pass on the stick with control

Centre pass: A pass used to begin the game or the second half, or to restart play following a goal



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

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

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Planning strategies and using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Key principles of invasion games

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



Key Rules

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

Key Vocabulary:

- rebound
- possession
- attack
- contact
- obstruction
- defend
- contest
- conceding
- interception
- consecutive
- consistently
- turnover

Teacher Glossary

- Possession:** when a team has the ball they are in possession
- Interception:** catching a pass made by an opposing player
- Turnover:** when a team not in possession of the ball gains possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play

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:

- | | | |
|----------------------------|-----------------------|---------------------|
| • tactical | • orienteering | • leader |
| • control card | • navigation | • orientate |
| • critical thinking | • location | • strategy |
| • co-operatively | • Symbol | • boundaries |

Teacher Glossary

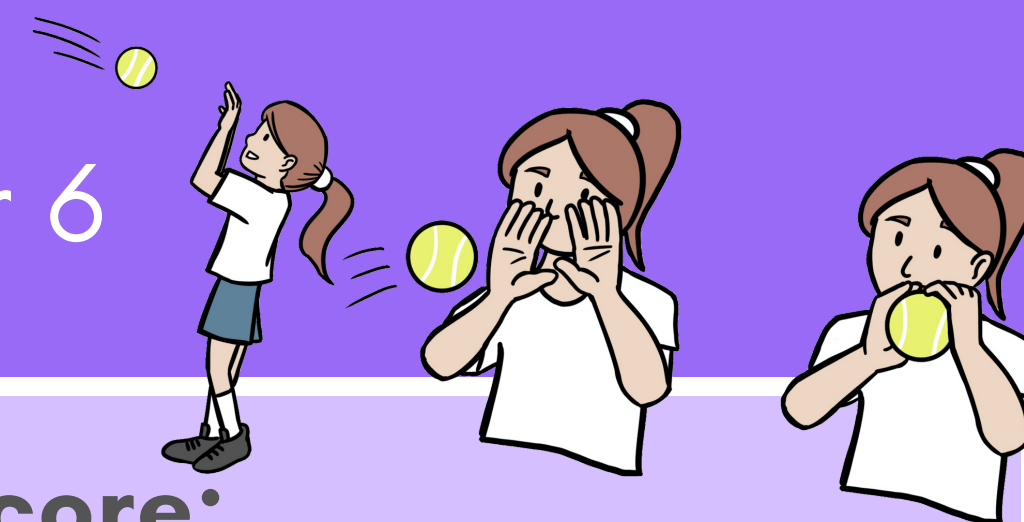
Orientate: To find your location in relation to a map.

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.



Links to the PE National Curriculum

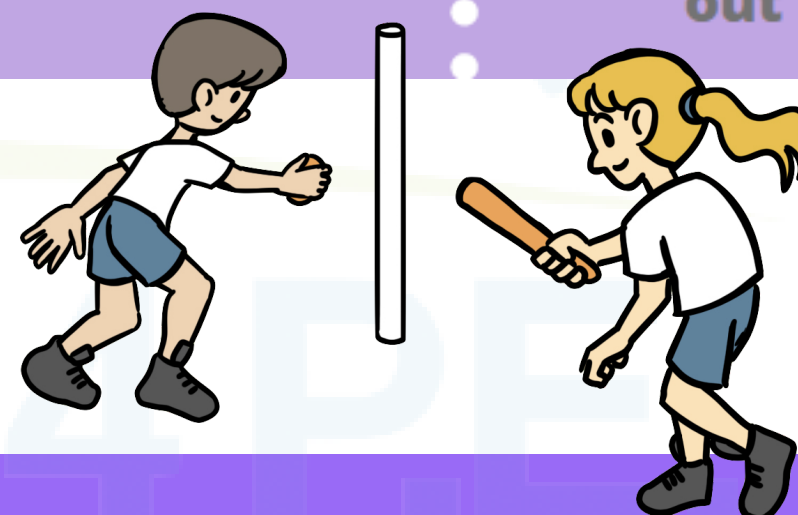
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how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

Key Skills: Physical

- Throwing
- Catching
- Bowling
- Tracking, fielding & retrieving a ball
- Batting

Key Skills: S.E.T

- Social: Organising & self-managing a game
- Social: Respect
- Social: Supporting & encouraging others
- Social: Communicating ideas & reflecting with others
- Emotional: Honesty & fair play
- Emotional: Confident to take risks
- Emotional: Managing emotion
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Identifying how to improve
- Thinking: Selecting skills



Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

How to score:

A player is out if:

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

Key Vocabulary:

- | | | |
|------------------|------------|---------------|
| • strike | • pressure | • outwit |
| • fielding | • batting | • backing up |
| • co-operatively | • retrieve | • continuous |
| • consistently | • overtake | • obstruction |

Teacher Glossary

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

Batter: A player on the batting team.

Rounder: The unit of scoring.

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

Backstop: The player on the fielding side who stands behind the live batter (the batter who is batting).

Links to the PE National Curriculum

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

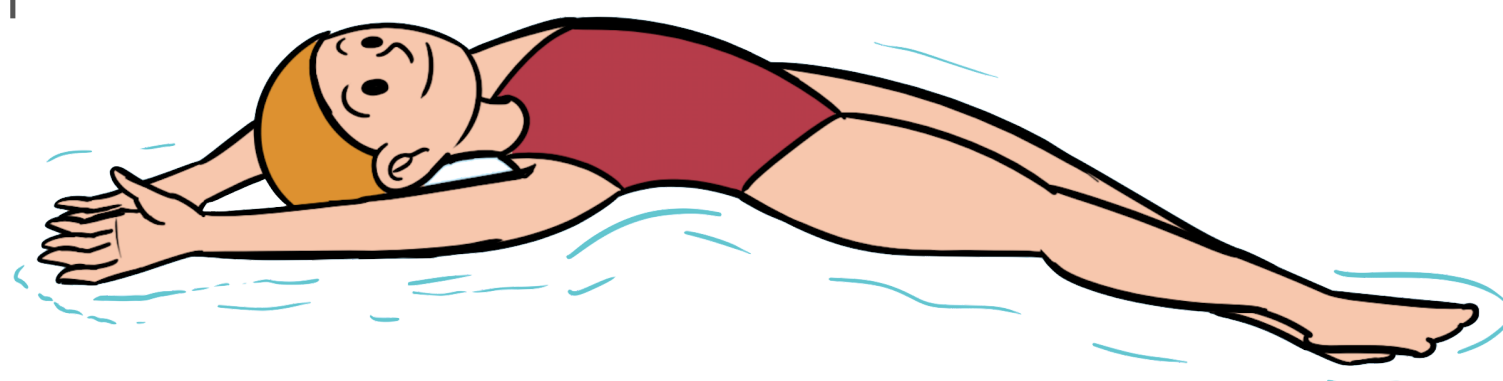
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Key Skills: Physical

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

Key Skills: S.E.T

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



Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Vocabulary:

- personal best
- somersault
- endurance
- streamline

- flutter kick
- surface
- propel
- synchronised

- exhale
- inhale
- continuous
- retrieve

Teacher Glossary

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

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

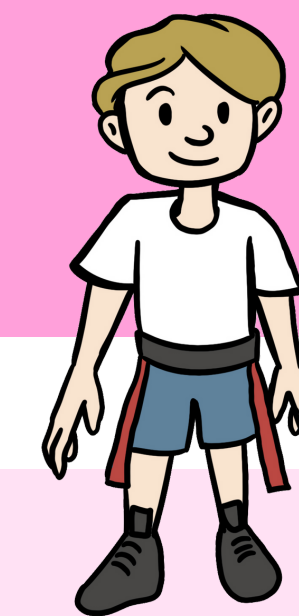
Glide: When a swimmer coasts with a pause in their stroke.

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

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

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

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



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 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:

- | | | |
|-------------|--------------|-------------|
| • defence | • onside | • offside |
| • opponent | • possession | • attack |
| • formation | • dictate | • shut down |
| • pressure | • turnover | • support |
| • receiver | | |

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 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: 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

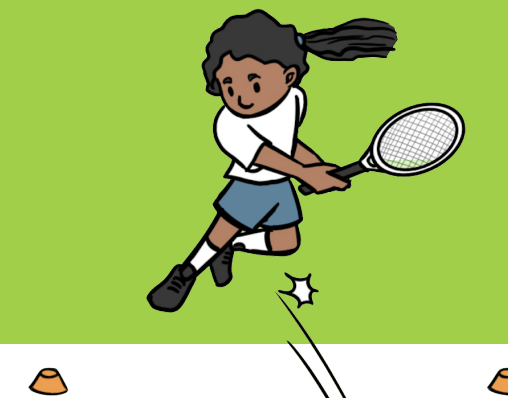
Formation: The position in which a team stands

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

Knowledge Organiser: Tennis Y5



Links to the PE National Curriculum

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

Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

Key Skills: S.E.T

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

Key principles of net and wall games

Attacking

Defending

Score points

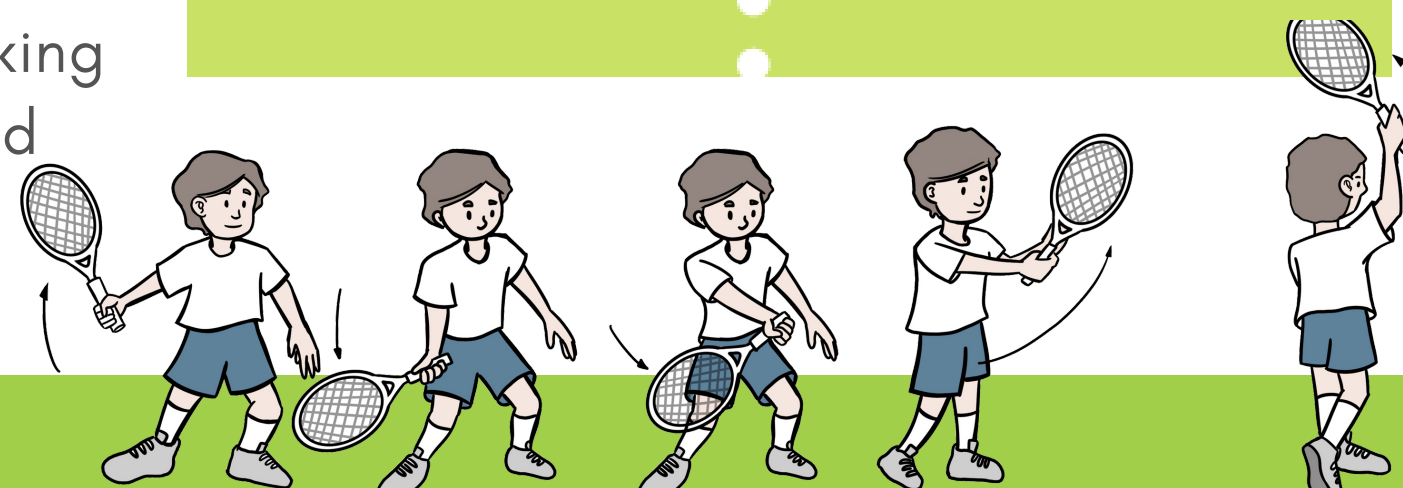
Limit points

Create space

Deny space

Placement of an object

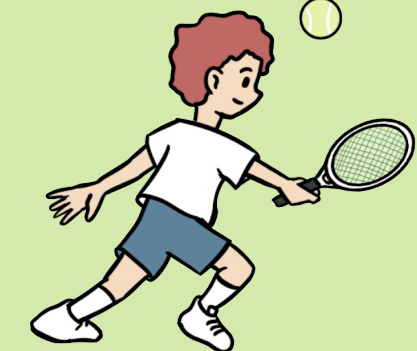
Consistently return an object



How to win a point

A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)



Key Vocabulary:

• ready position • return • serve • outwit

• control • opponent • forehand • backhand

• volley • co-operatively • continuously

Teacher Glossary

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

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

Volley: When a player hits the ball before it bounces on the floor.

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

Baseline: The line indicating the back of the court.

Service line: The line that the ball must bounce before when serving.

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

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

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 doublefault.)

Key Vocabulary:

• ready position • return • serve • outwit

• control • opponent • forehand • backhand

• volley • co-operatively • continuously

Teacher Glossary

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

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

Volley: When a player hits the ball before it bounces on the floor.

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

Baseline: The line indicating the back of the court.

Service line: The line that the ball must bounce before when serving.

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

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

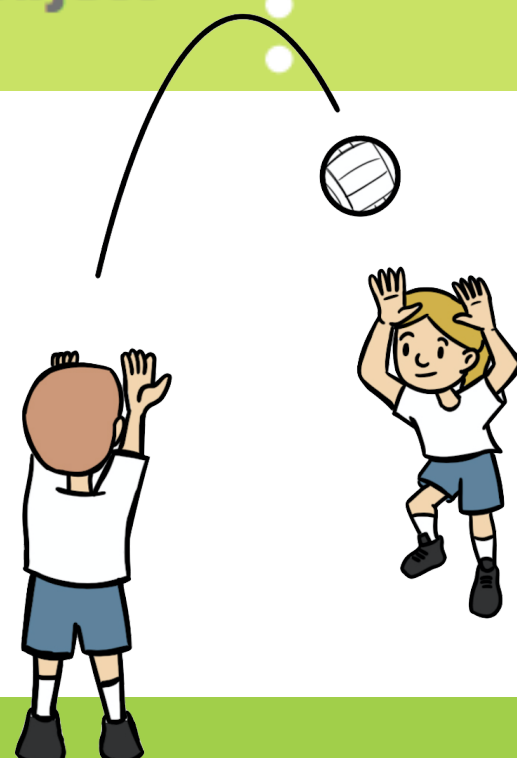
- Ready position
- Serve
- Volley
- Set
- Dig

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development

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



A rally is won when:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The ball lands outside the court area.
- A player touches the ball twice in a row.

Rotation and scoring:

- One team starts with service and the pupil who is at the back on the right starts with the serve.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the right to serve but not the point.
- Players rotate clockwise after winning the right to serve

Key Vocabulary:

- control
- return
- co-operatively
- deep
- serve
- dig
- defensive
- ready position
- consistently
- volley
- set
- opponent
- attack

Teacher Glossary

Attack: The offensive action of hitting the ball.

Baseline: The line indicating the back of the court.

Deep: Refers to sending the ball away from the net, toward the baseline of the opponent's court.

Serve: An action to put the ball into play.

Ready position: The stance a player takes to get ready to move. Feet shoulder width apart, knees bent.

Dig: A defensive move used to keep the ball from hitting the floor after an opponent makes a hard downward hit.

Volley: A return of the ball before it touches the ground.

Set: An overhead contact of the ball, usually the second contact in a rally.



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.

Top Tips for Teachers

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

Key Skills: Physical

- Balance
- Strength
- Flexibility
- Coordination

Key Skills: S.E.T

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



Key Vocabulary:

- | | | |
|-------------------|--------------|------------|
| • quality | • notice | • calm |
| • develop | • high lunge | • fluidity |
| • salutation | • transition | • practice |
| • collaboratively | • connected | • aware |

Teacher Glossary

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

Asana: Refers to physical poses and postures.

Pranayama: Refers to breathing techniques. Prana is our life force, our breath.

Namaste: In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.