St Mary's CE Primary School

PE Knowledge Organisers

2022-2023

Knowledge Organiser: Reception Body Management Unit 1

Prior Learning: Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.

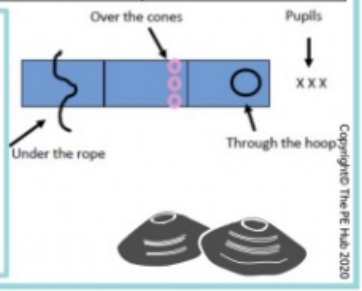
Unit Focus: Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command.

Concepts:
Bridges - We can make bridges with our bodies in a variety of ways, 4-point bridges with our feet and hands, tummy facing up or down, 3-point bridges with 2 hands and one foot etc.

Key Vocabulary/Skills	
Follow balance obstacle challenge.	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.
Work with others to move through hoops.	
Reach and stretch to retrieve and place objects.	
Steps, strides, hops, bounces, bridges & tunnels	
Use a variety of ways of travel over apparatus.	

Activity Example: Bring the mats together so they are in strips and group pupils together in small groups of 3/4. Set up a simple obstacle challenge along the mat. Set the challenge for the pupils to move through the obstacle challenge without dropping their beanbag. **Extension:** 1) Change the body parts they balance the beanbag on e.g. head, back of hand to make harder/easier. 2) Change the way they move through the course e.g. walk, crawl, crab walk, etc.

Key Questions:
1. Describe a difference between a small and a tall shape.
2. Were there any ways in which it was harder to climb over/ on to e.g. feet first?
3. Which body parts did you balance on to make your bridges?



Copyright© The PE Hub 2020

- Year R Autumn 2

Knowledge Organiser: Reception Body Management Unit 2

Prior Learning: Explored balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command.

Unit Focus: Explore a variety of rolling, sliding etc. Jump using a variety of take offs/landings, use hands and feet in different combinations. Participate in a variety of small group co-operative activities.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, dice, music, percussion instruments.

Key Questions:

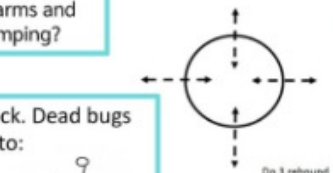
1. What did your leg feel like when you pull your toes towards you, could you feel it stretch?
2. Can you name two types of jumps you learned today?
3. Why should we not have floppy arms and legs when jumping?

Key Vocabulary/Skills	
Twist, turn, egg roll.	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.
Control and coordinate limbs.	
Running & jumping to music.	
ABC assault course.	
Perform basic actions with others.	

Activity Example: Dead bugs – Pupils lie on their back. Dead bugs develops core strength and flexibility. Ask children to:

- Raise right arm/left arm
- Raise right leg/left leg

NB: They may only place a limb back on the floor when the teacher gives the command, e.g., 'left leg down'. This way you can take the 'dead bugs' through harder or easier progressions.





Rules:
ABC's – Agility, balance and **coordination**. These are the foundations for all movement and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activity.

Copyright© The PE Hub 2022

- Year R Spring 1

Knowledge Organiser: Reception Speed, Agility, Travel Unit 1

Prior Learning: Explored a variety of rolling, sliding etc. Jumped using a variety of take offs/landings, use hands and feet in different combinations. Participated in a variety of small group co-operative activities.

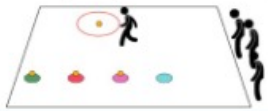
Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Unit Focus: Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

Key Questions:

1. How can we show the same movements fast and slow?
2. What different ways have you started and stopped in today's lesson?
3. How did you try to prevent the player in the middle from getting the ball?

Key Vocabulary/Skills	
Demonstrate agility in a variety of games.	Pause, prepare, freeze, high, low, switch, agility, music, beat.
Recognise and follow instructions.	
Experimenting different starting and stopping positions.	
Perform fast and slow movements.	
Show control to stop and perform actions.	



Activity Example: Split the hall into quarters and split children into each. Children should move in a clockwise direction passing through the four quarters. Each quarter will require a different stopping action. When the teacher calls stop the pupils stop in the designated manner for the quarter, they are in.
Extension: Move in different ways, run, sidestep, hop etc.

Concepts:
In chasing games, children should be aware of the other children around them. When being chased, they should not run with their head turned watching their chaser. They should still check where they are running. If they are getting closer to another child, they should slow down.

Copyright© The PE Hub 20

- Year R Spring 2

Knowledge Organiser: Reception Gymnastics Unit 1

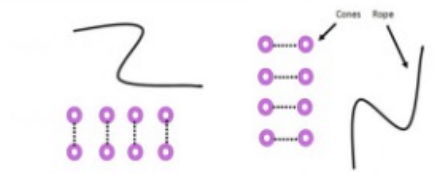
Prior Learning: Follow simple instructions. Has basic movements such as walking, running rolling crawling. Replicate basic demonstrations.

Equipment needed: Mats, hoops, music, cones, wall bars, beanbags, low apparatus, balls, ropes, throw down spots, balloons.

Activity example:
Each station should have 2 or 3 task cards (attached in lesson plan) as stimuli for the pupils. These task cards should be ways of travelling that the children can experiment with, as well as thinking of their own.

Key Vocabulary/Skills	
Adapt instruction to physical actions.	Balance, control, fast, high, jump, link, low, stretch, pattern.
Take off positions.	
Landing positions.	
Moving over and under apparatus.	
Shapes and balances.	

Unit Focus: Develop confidence in fundamental movements. Experience jumping, sliding rolling moving over and under apparatus. Develop coordination and gross motor skills.



Key Questions:
1. How can you help yourself to balance?
2. Describe some ways you can travel.
3. How can you tell if someone is balancing?
4. What does a good, safe landing look like?

Concepts:

Travel in gymnastics is moving from one area to another in ways such as jumping, rolling, crawling, leaping, turning etc.



Copyright© The PE Hub 2020

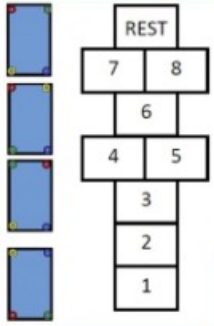
- Year R Summer 1

Knowledge Organiser: Reception Manipulation and Coordination Unit 1

Prior Learning: Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Unit Focus: Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.



Key Vocabulary/Skills	
Co-ordinate limbs to carry out defined movements and actions.	Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.
Reproduce movements with a ball bilaterally.	
Make contact with a ball using feet and legs.	
Practice hop, step and jump sequences.	
Send and stop objects using hands and feet.	

Activity Example: Whack a mole
Pupils sit on their knees in the centre of the mat and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, call 2 or 3 colours before swapping with player 2.
Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.

Key Questions:
1. Which objects could you send with most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?

Concepts: Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.



Copyright© The PE Hub 2020

- Year R Summer 2

Year 1
Autumn 1

Knowledge Organiser: Year 1 Gymnastics Unit 1

Prior Learning: Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Unit Focus: Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them.



Key Vocabulary/Skills	
Refine shapes and jumps to improve coordination.	Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.
Carrying equipment safely.	
Magic Chair.	
Body Tension.	
Linking movements.	

Head: Use words such as rolling, travelling, balancing, climbing.

Hand: Recognise like actions and link them together.

Heart: Value other's efforts when they perform; watch and listen.

Key Questions:

1. How many different travel actions can you think of?
2. How can you show good body tension?
3. How do we land safely?

Concept:

Magic chair = safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance. Landing in what resembles a seated position.



Copyright© The PE Hub 2020

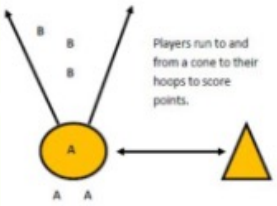
Year 1
Autumn 2

Knowledge Organiser: Year 1 Hit Catch Run Unit 1

Prior Learning: Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping.

Equipment needed: A variety of balls, a variety of bats/rackets, cones, hoops, targets, batting tee, button cones, quoits.

Unit Focus: Able to hit objects with hand or bat.
Track and retrieve a rolling ball.
Throw and catch a variety of balls and objects.



Key Vocabulary/Skills	
Use a range of throwing and rolling skills.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.
Return the ball back to base/zone.	
Work with other fielders to stop players scoring.	
Self-feed ball to hit.	
Running between bases to score points.	

Head: Able to identify when a point has been scored and keep count of the score.

Hand: Run between bases to score points.

Heart: Work collaboratively to score runs showing encouragement and support.

Key Questions:
1. Now there are fielders in the striking zone, where should you aim to hit?
2. How can you improve your scores working in teams?
3. How are you working together to stop strikers from scoring points?

Rules:
- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.



Copyright© The PE Hub 2020

Year 1
Spring 1

Knowledge Organiser: Year 1 Dance Unit 1

Prior Learning:
Followed simple instructions. Moved using simple rhythms and actions. Copy and repeating.

Unit Focus:
Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.

Equipment needed: Music player, music, cones, hoops, throw down spots, balloons.



Key Vocabulary/Skills	
Exploring story telling through dance.	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.
Use a theme to create a dance.	
Develop actions that express friendship.	
Dance with start, middle and end.	
Perform with feeling.	

Head: Demonstrate understanding that a dance has a start, middle and end.

Hand: Perform basic body actions to music.

Heart: Work with a partner to use repeating motifs.

Key Questions:
1. What was your favourite scene in *The Jungle Book*?
2. How can you show your favourite scene with your partner?
3. What would you like to improve in your dance phrase?

Concepts:
- Using mirroring as a tool for creating interesting partner work.
- A dance phrase has a beginning, middle and end.



Copyright© The PE Hub 2020

Year 1
Spring 2

Knowledge Organiser: Year 1 Attack Defend Shoot Unit 1

Prior Learning: Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles.



Key Vocabulary/Skills	
Send to targets.	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.
Catch and intercept.	
Rolling to target.	
Attacking and defending (& in pairs).	
Compete in a simple tournament.	

Unit Focus: Practice basic movements including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABC's.

Head: Make decisions about how to defend a target.

Hand: Use change of direction and speed in open play.

Heart: Show motivation to improve.

Key Questions:

1. What can we do to make it easier for our teammates to pass the ball to us?
2. How can we score a goal?
3. What skills can you use to attack and defend?
4. How have you worked well with your team?

Rules:

- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.



Copyright© The PE Hub 2020

Year 1
Summer 1

Knowledge Organiser: Year 1 Send and Return Unit 1

Prior Learning:
Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.

Unit Focus:
Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.

Equipment needed: A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons.

Rules:
- Stop the ball from bouncing twice on your side of the net.
- If the ball bounces twice in your opposition's side of the court, you win a point.
- The ball must land within the boundary of the court.

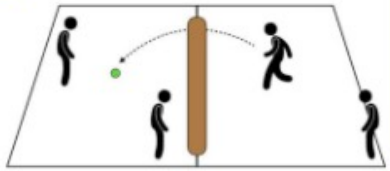
Key Vocabulary/Skills	
Sliding and receiving a ball/beanbag.	Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.
Explore different ways of sending a ball.	
Moving towards and returning balls.	
Work with a partner to receive and return.	
Scoring points against opposition .	

Key Questions:
1. How do you get accuracy in your hits/throws?
2. Where do you need to be to return a ball? (behind the ball)
3. What do you need to do to get behind the ball?

Head: Can describe how they worked with their partner to send and receive.

Hand: Chase, stop and control balls and other objects.

Heart: Work with a partner to send and return.





Copyright© The PE Hub 2020

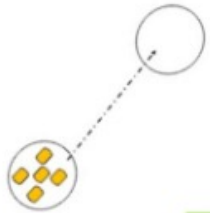
Year 1
Summer 2

Knowledge Organiser: Year 1 Run Jump Throw Unit 1

Prior Learning: Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds.

Equipment needed: A variety of balls, hoops, beanbags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes.

Unit Focus: Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.



Key Vocabulary/Skills	
Taking off.	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.
Arm movement.	
Leading arm.	
Start and stop.	
Relay runs.	

Head: Recognise and implement concepts such as waiting your turn.

Hand: Start and stop at speed, run in straight lines at different speeds.

Heart: Put in effort and stay motivated when challenged.

Key Questions:

1. How do you know when you have completed a good run, throw or jump?
2. How could you have improved your run, throw or jump?
3. How did you help your partner improve?

Rules:

- Move equipment one at a time.
- Start behind a line for jumps.
- All throw and collect equipment at the same time.



Copyright© The PE Hub 2020

Year 2
Autumn 1

Knowledge Organiser: Year 2 Gymnastics Unit 1

Prior Learning:
Performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these. Perform longer movement phrases.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, and action cards.



Key Vocabulary/Skills	
Start and finish shapes.	Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging.
Power in jumping.	
Linking movements.	
Levels.	
Speed.	

Unit Focus:
Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.

Key Questions:
1. Can you name 3 elements of a sequence that can be judged?
2. Describe what you liked about a sequence.
3. How could you show different levels in a sequence?

Concepts:
Professional judging - Individually, gymnast starts from a 10.0. Throughout the routine, the judges deduct points, tenths, and even hundredths for mistakes in execution. Once the routine is over, the final score is tallied.

Head: Perform with some basic control and consistency.

Hand: Create and perform a simple sequence.

Heart: Reflect on own performance and use scoring system to judge performance.



Copyright© The PE Hub 2020

Year 2
Autumn 2

Knowledge Organiser: Year 2 Hit Catch Run Unit 1

Prior Learning: Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.

Unit Focus: To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Key Questions:

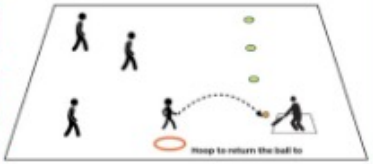
1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim to the middle of a person in underarm bowling?

Key Vocabulary/Skills	
Hitting with bats (some may still hit with hands).	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.
Use kicking to send a ball to score points.	
Use underarm bowling.	
Field to catch and throw to teammates.	
Play as part of a team to field and hit to score.	

Head: Make choices about where to hit the ball.

Hand: Has developed hitting skills with a variety of bats.

Heart: Display sportsmanship when competing against others.



Rules:

- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.



Copyright© The PE Hub 2021

Year 2
Spring 1

Knowledge Organiser: Year 2 Attack Defend Shoot Unit 1

Prior Learning:
Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, goals.

Unit Focus:
Send a ball using feet and can receive a ball using feet.
Refine ways to control bodies and a range of equipment.
Recall and link combinations of skills, e.g., dribbling and passing.

Key Questions:

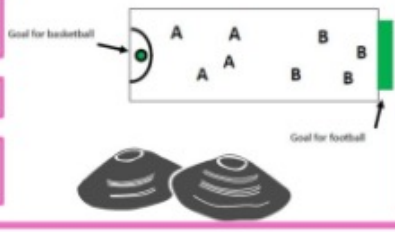
1. How did you work well as a team?
2. How did you progress forwards up the pitch?
3. How did you attack and how did you defend?

Key Vocabulary/Skills	
Inside of foot kicking.	Aim, attack, compete, controlling, cooperate, receive, control.
Stopping the ball with the foot.	
Controlling the ball.	
Bouncing the ball to send.	
Bouncing the ball to dribble.	

Head: Recognise you sometimes needs to stay in defined areas.

Hand: Can send a ball using feet.

Heart: Show awareness of teammates and opponents in games.



Rules:

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

Copyright© The PE Hub 2020

Year 2
Spring 2

Knowledge Organiser: Year 2 Attack Defend Shoot Unit 2

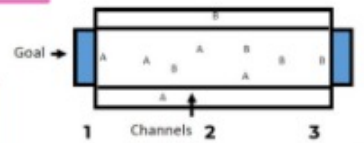
Prior Learning:
Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, goals.

Unit Focus:
Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play.

Key Questions:
1. Which skills did you use in the game?
2. What is intercepting?
3. Why do we make our bodies big when being a goalkeeper?

Key Vocabulary/Skills	
Throwing with a variety of equipment.	Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.
Moving after passing.	
Pass and move forwards.	
Goalkeeping positioning.	
Intercepting in a game situation.	

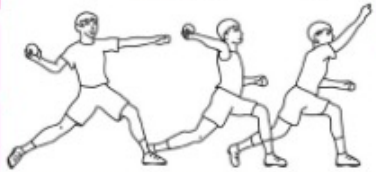


Rules:
- Goalkeepers can save the ball using hands, legs or feet.
- Other players can only use their hands.

Head: Select the most appropriate skill to move forwards.

Hand: Can send a variety of different size and shaped balls.

Heart: Work with a partner and in small groups to develop specific skills.





Copyright© The PE Hub 2021

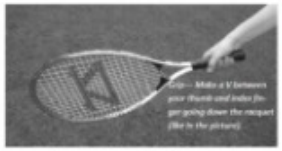
Year 2
Summer 1

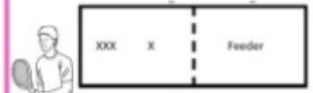
Knowledge Organiser: Year 2 Send and Return Unit 1

Prior Learning:
Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition.

Unit Focus: Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

Equipment needed: A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.







Key Vocabulary/Skills	
On toes to move towards the path of the ball.	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.
Identifying dominant and non-dominant side.	
Basic service rules.	
Perform with increased agility in a conditioned game.	
Able to self-feed to send a ball to a partner using a racquet.	

Head: Decide on and play with dominant hand.

Hand: Take part in a rally.

Heart: Play in modified games with others to send and return a ball over a net/line.

Key Questions:
1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

Rules:
- Children can either hit with a racquet or their hand.
- Children must not run onto others courts to collect balls while they are in the middle of a point.



Copyright© The PE Hub 2021

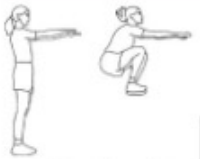
Year 2
Summer 2

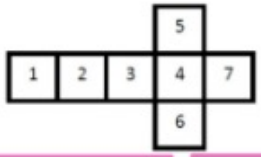
Knowledge Organiser: Year 2 Run Jump Throw Unit 1

Prior Learning: Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, low hurdles.

Unit Focus: Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.





Key Vocabulary/Skills	
Awareness of others.	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.
Creating power.	
Quick feet.	
Choose appropriate throw.	
Static and dynamic balances.	

Head: Make choices about appropriate throws for different activities.

Hand: Show increased control of body and limbs.

Heart: Work cooperatively to complete running, jumping and throwing tasks.

Key Questions:

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

Rules:

- Wait for command before you start.
- Being aware of others around you.



Copyright© The PE Hub 2021

Year 3 Autumn 1

Knowledge Organiser: Year 3 Gymnastics Unit 1

Prior Learning: Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.

Unit Focus: Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.



Key Vocabulary/Skills	
Contrasting shapes.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.
Body control when rolling.	
Jumps.	
Partner unison.	
Patterns.	

Head: Identify similarities and differences in sequences.

Hand: Perform sequences with contrasting actions.

Heart: Explain why strength and flexibility important in maintaining a healthy active lifestyle.

Key Questions:

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

Concepts:
Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.



Copyright© The PE Hub 2021

Year 3 Autumn 2

Knowledge Organiser: Year 3 Cricket

Prior Learning: Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Equipment needed: A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.



Key Vocabulary/Skills	
Forward drive into space.	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.
Bowl with some consistency.	
Foot placement to strike a ball.	
Use long barrier to collect ball	
Overarm throw for distance.	

Unit Focus:
Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.

Head: Adhere to some basic cricket rules.

Hand: Stop a moving ball.

Heart: Field as a team to return the ball to the bowler/base effectively.

Key Questions:

1. What is the purpose of the long barrier?
2. What can we do as batters to help each other when trying to get runs?
3. Why do we need to return the ball to the bowler/wicketkeeper as quickly as possible when fielding?

Rules:

- Each batter faces one over which consist of 6 balls.
- Each batter starts with 10 points.
- If batter is caught or bowled out they lose 1 point.
- If they complete one run around the target area and back they win 1 point.



Copyright© The PE Hub 2021

Year 3 Spring 1

Knowledge Organiser: Year 3 Dance Unit 1

Prior Learning:
Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

Equipment needed: Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.

Unit Focus:
Practise and put together a performance. Perform using facial expressions. Perform with a prop.



Key Vocabulary/Skills	
Perform a jazz square.	Facial expression, improvisation, rehearse, director.
Perform as 2 contrasting characters.	
Explore characters through description.	
Communicate ideas as part of a group.	
Use a prop in a 4-action dance phrase.	

Head: Describe features of dances performed by others.

Hand: Competently include props and other ideas in their dance.

Heart: Share and create short dance phrases.

Key Questions:
1. Why are facial expressions important in dance?
2. What actions might you perform when scared? (or happy or sad)
3. What other props might you have in dance?

Concepts:
- Props are objects that dancers use to enhance their dance like chairs, fans, ribbons and swords.
- Choreography is the act of designing a dance.



Copyright© The PE Hub 2021

Year 3 Spring 2

Knowledge Organiser: Year 3 Cricket

Prior Learning: Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Equipment needed: A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.



Key Vocabulary/Skills	
Forward drive into space.	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.
Bowl with some consistency.	
Foot placement to strike a ball.	
Use long barrier to collect ball	
Overarm throw for distance.	

Unit Focus:
Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.

Head: Adhere to some basic cricket rules.

Hand: Stop a moving ball.

Heart: Field as a team to return the ball to the bowler/base effectively.

Key Questions:

1. What is the purpose of the long barrier?
2. What can we do as batters to help each other when trying to get runs?
3. Why do we need to return the ball to the bowler/wicketkeeper as quickly as possible when fielding?

Rules:

- Each batter faces one over which consist of 6 balls.
- Each batter starts with 10 points.
- If batter is caught or bowled out they lose 1 point.
- If they complete one run around the target area and back they win 1 point.



Copyright© The PE Hub 2021

Year 3 Summer 1

Knowledge Organiser: Year 3 Basketball

Prior Learning:
Recall and link combinations of skills e.g. dribbling and passing. Select and apply a small range of tactics. Developed power, agility, coordination and balance over a variety of activities.

Unit Focus:
Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.





Key Vocabulary/Skills	
Dribbling	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.
Passing in pairs	
Defensive body position	
Jump Ball	
Basic two-handed shot	

Head: Explain why we look to 1) shoot 2) pass, and 3) dribble.

Hand: Use jump ball to start a game

Heart: Assist teammates to shoot.

Key Questions:

1. How do you start a new game?
2. What ways did you restart the game after a basket was scored?
3. As the referee when throwing in the ball what things did you have to consider?

Rules:

- If the defender makes deliberate contact, attacker get free throw from the sideline in line with where the offense happened.
- Start the game with a jump ball/tip off



Copyright© The PE Hub 2021

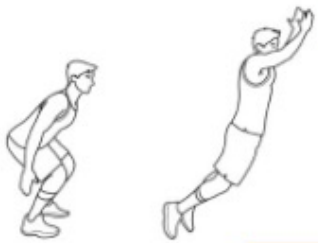
Year 3 Summer 2

Knowledge Organiser: Year 3 Athletics

Prior Learning: Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, low hurdles.

Unit Focus: Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.



Key Vocabulary/Skills	
Combination jumps.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.
Recognise different pace.	
Approaching hurdles.	
Pull throw.	
Recording points.	

Head: Compete with others and record points.

Hand: Link running and jumping activities with some fluency and consistency.

Heart: Identify how to improve.

Key Questions:

1. Did you complete an activity and change your technique to improve your score?
2. What recording system did you use for counting and keeping track of points scored?

Rules:

- All players compete in all activities.
- Groups accumulate scores across all activities.



Copyright© The PE Hub 2021

Year 4
Autumn 1

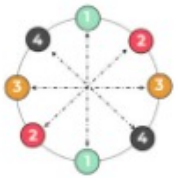
Knowledge Organiser: Year 4 Basketball

Prior Learning:
Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.

Unit Focus:
Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.





Key Vocabulary/Skills	
Apply pressure as a defender	Turnover, double dribble, cross over ball, tip off, intercept, bounce pass, jump shot, opposed, violation.
Crossover dribble	
Bounce Pass	
Jump shot	
Jump stop and triple threat position	

Head: Explain travel violation rules.

Hand: Show a triple threat position.

Heart: Help someone to improve a particular skill.

Key Questions:
1. Can you give example of when a player would have committed a travel offense?
2. What is the purpose of the jump stop and triple threat position?
3. What parts of your learning over this unit id you implement in today's games?

Rules:
- When a basket is scored the conceding, team restarts the game with a backline ball from their defensive backline.
- If a player commits a travel offense a sideline ball is taken from the nearest sideline in line with where the offense took place.



Copyright© The PE Hub 2021

Year 4
Autumn 2

Knowledge Organiser: Year 4 Cricket

Prior Learning:
Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.

Equipment needed: Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.

Unit Focus: Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.



Key Vocabulary/Skills	
Directing the hit.	Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.
Anticipate when to run to score singles.	
Intercepting the ball with one hand.	
Bowl overarm from a stationary position at a target.	
Attempt a pull shot in a game.	

Head: With increasing consistency, choose where to direct a hit from a bowled ball.

Hand: Track and intercept the ball along the ground sometimes collecting with 1 hand.

Heart: Show fair play such as accepting if they were run out or stumped.

Key Questions:
1. When would a player attempt a pull shot in a game?
2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).
3. Why is it beneficial to only pick the ball up with one hand?

Rules:
- Players bat in pairs and will face two overs between them (12 balls).
- 4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.



Copyright© The PE Hub 2021

Year 4
Spring 1

Knowledge Organiser: Year 4 Hockey

Prior Learning:
Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.

Unit Focus:
Consistently perform basic hockey skills such as dribbling and push pass. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

Equipment needed: Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

Key Questions:

1. Why do we need to keep the ball close to our stick when turning or dribbling?
2. What happens in the game if the ball hits the back of your stick?
3. How can we produce more power to make slap hit go further?

Key Vocabulary/Skills	
Push Pass.	Control, use space, defend, attack, dribble, pass, push, slap.
Straight Dribble.	
Stopping the ball.	
Slap Pass.	
Turning with the ball.	

Rules:
- No Contact.
- No touching the ball with their feet, the opposition get a free pass where the offence occurred.
- Ball cannot touch the back of the stick.

Head: Decide as a team how to make things difficult for your opponent

Hand: Attempt a slap pass in isolation.

Heart: Suggest ways to improve your and your team's performance.



Copyright© The PE Hub 2021

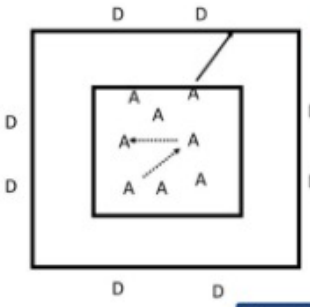
Year 4
Spring 2

Knowledge Organiser: Year 4 Tag Rugby

Prior Learning: Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

Unit Focus:
Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.

Equipment needed: Rugby balls, tags, cones.



Key Vocabulary/Skills	
Basic passing.	Passing, running, backwards, tag, straight, space, teamwork, try-area.
Picking up and running with ball.	
Keeping possession.	
Evading defenders.	
Running into space.	

Head: Decide on ways to improve a piece of teamplay.

Hand: Play using passing back and sideways rules.

Heart: Recognise how playing as part of a team can improve your communication skills.

Key Questions:
1. What basic skills could we improve to help our game?
2. How can using a different length of passes help our team?
3. How can we create space to for our teammates?

Rules:
- Each team are trying to score a try at the opposition's end.
- Players can be only tagged while in possession of the ball.
- Passes can only be made sideways or backwards.

Copyright© The PE Hub 2021

Year 4
Summer 1

Knowledge Organiser: Year 4 Tennis

Prior Learning:
To identify and describe some rules of tennis.
To serve to begin a game.
To explore forehand hitting.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Unit Focus:
Explore different shots (forehand, backhand).
Work to return the serve.
Positions in gameplay.



Key Vocabulary/Skills	
Return the ball from around the court.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.
Forehand to targets.	
Introduction to backhand shots.	
Return balls to different places on the court.	
Use tennis skills to play in doubles games.	

Head: Use defensive tactics to defend the court.

Hand: Attempt to self-feed backhand shots

Heart: Play competitively with others and against others in modified games.

Key Questions:
1. Which side is your backhand if you are right-handed? Left-handed?
2. Where should you try to return to on your court after hitting shots and why?
3. How can you communicate with your partner to be effective in games?

Rules:
Play 2 v 2 on a court. Begin the game by trying to play cooperatively to keep the ball moving over the net. Players need to communicate with each other to decide who is going to hit the ball. Players can hit the ball as many times as required on their side to get the ball back over the net.



Copyright© The PE Hub 2021

Year 4
Summer 2

Knowledge Organiser: Year 4 Athletics

Prior Learning: Show controlled movements in response to instructions. Demonstrated agility and speed. Jump for height and distance. Thrown with speed and power and applied appropriate force.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.

Unit Focus: Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.



Baton exchange

Key Vocabulary/Skills	
Aiming at targets.	Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.
Accelerating over short distances.	
One footed take off.	
Sling Throw.	
Baton exchange on the curved run.	

Key Questions:

1. How did you improve on your scores?
2. Can you name two throwing techniques?
3. Why should you start moving when you receive the baton?

Rules:

- Correct use of a stopwatch.
- Where to receive baton.
- Measure from throwing line.



Head: Decide on ways to improve, run, jumps and throws and implement changes.

Hand: Throw a variety of objects demonstrating accuracy.

Heart: Work with others to score and record distance and times accurately.

Copyright© The PE Hub 2021

Year 5 Autumn 1

Knowledge Organiser: Year 5 Basketball

Prior Learning:
Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills . Use footwork rules in a game situation and explore basic marking.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Unit Focus:
Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.

Key Vocabulary/Skills	
Blocking	Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.
Forward Pivot	
Forward Pass	
Push Pass	
Boxing Out	

Head: Explain the need for different tactics and attempt these in a game situation

Hand: Able to combine basic skills such as dribbling and passing.

Heart: Apply knowledge of personal foul in a competition setting.

Key Questions:

1. How can you show your teammate you are ready to receive the pass?
2. Why should we avoid committing personal fouls?
3. What are they key principles to box a player out?

Rules:

- If a player commits a personal foul on the court the fouled team take a sideline, they have 5 seconds to make the pass.
- If a player commits a personal foul to someone as they are attempting a 3-point shot, they get a free throw.



Copyright© The PE Hub 2021

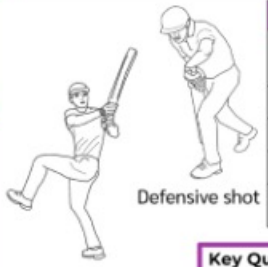
Year 5 Autumn 2

Knowledge Organiser: Year 5 Cricket

Prior Learning:
Developed and applied a range of skills in competitive context. Chosen and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.

Unit Focus:
Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.

Equipment needed: Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.



Attacking shot

Defensive shot

Key Vocabulary/Skills	
Start sprints with power to run between wickets.	Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.
Using the short throw to run players out.	
Anticipating the rise of the bowled ball.	
Flexibility and overarm bowling.	
Defensive shot.	

Head: Describe what 'setting a field' means.

Hand: Begin to employ specific bowling techniques such as overarm in cricket.

Heart: Show perseverance during a game and commitment to the team.

Key Questions:
1. If a batter can hit a wide variety of different types of shot, does this make it harder or easier to set a field?
2. What are some of the key differences between an attacking shot and a defensive shot?

Rules:
- Each player will bowl one over when fielding
- Each team starts with 100 points
- 5 runs are deducted if a player is bowled, caught or run out. They still continue to bat their dedicated two overs.



Copyright© The PE Hub 2021

Year 5
Spring 1

Knowledge Organiser: Year 5 Hockey

Prior Learning: Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.

Unit Focus:
Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.

Equipment needed: Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.





Key Vocabulary/Skills	
Block Tackle.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.
Passing in the D.	
Apply marking in a game.	
Sweep shot to send over distance.	
Dragging the ball from right to left.	

Head: Apply basic defensive positions.

Hand: Able to combine basic skills such as dribbling and passing.

Heart: Work as a team to attack and defend.

Key Questions:
1. How can you as an individual player help build an attack towards the goal?
2. When you are marking in defence where should you position yourself?
3. If the ball hits someone's foot what happens?

Rules:
- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.
- If the ball touches the back of the stick 'back stick' then the opposition get a free pass where the offence occurred.



Copyright© The PE Hub 2021

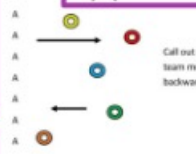
Year 5 Spring 2

Knowledge Organiser: Year 5 Tag Rugby

Prior Learning:
Consistently performed basic tag rugby skills. Implemented rules, develop tactics in competitive situations. Increased speed and endurance during gameplay.

Unit Focus:
Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over greater distance.

Equipment needed: Rugby balls, tags, cones.




'W' grip

Key Vocabulary/Skills	
Tagging opposition.	Contest, possession, pressure, support, pop pass, turn over, lose pass, W grip, offence, formation.
Running and passing accurately.	
Principles of defence.	
Pop pass.	
Magic diamond formation.	

Head: Recognise principles of defence.

Hand: Combine skills such as running and passing.

Heart: As a team maintain possession.

Key Questions:

1. What techniques are we looking for during games?
2. What does it mean to take the metres not the time?
3. When would you use the magic diamond?

Rules:

- If a pass if forward, possession is changed, and a free pass is awarded from where the offence took place.
- If the ball is dropped forwards, the opposition have a free pass from where the offence took place.



Copyright© The PE Hub 2021

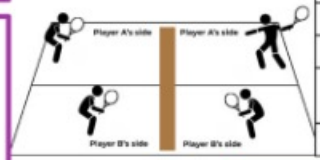
Year 5 Summer 1

Knowledge Organiser: Year 5 Tennis

Prior Learning:
Explored different shots (forehand, backhand).
Work to return the serve.
Positions in gameplay.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Unit Focus:
Introduce volley shots and overhead shots. Apply new shots into game situations
Play with others to score and defend points in competitive games. Further, explore tennis service rules.



Key Vocabulary/Skills	
Putting skills into games.	Service rules, volley, overhead, singles, doubles.
Volley shots.	
Clear ball from the back of the court.	
Recognise differences in where you might stand in doubles play.	
Approach the ball forehand and backhand.	

Head: Cooperate and collaborate with others to play in a sportsman like way.

Hand: Approach the ball to return before the second bounce.

Heart: Play with others with some flow to the game, keeping track of their own scores.

Key Questions:
1. How many times can a ball bounce in tennis? Is this the same in doubles and singles? (Yes, it is the same)
2. What other games do you need quick feet?

Rules:
Play where players rotate around the courts and in each court there is a different conditioned game.
Options for conditioned games =
- One bounce or two bounce.
- Taking it in turns to hit shots in doubles.
- Very small court to encourage staying on toes and quick reactions .
- Backhand shots equal two points.

Copyright© The PE Hub 2021

Year 5
Summer 2

Knowledge Organiser: Year 5 Athletics

Prior Learning: Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, vortex howler, low hurdles.

Unit Focus: Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.



Key Vocabulary/Skills	
Relay legs.	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.
Work to improve distance covered in set times.	
Use push throws to hit target.	
Baton exchange.	
S.T.E.P principle.	

Head: Distinguish between good and poor performances and suggest ways to improve self and others.

Hand: Sustain pace over shorter and longer distances.

Heart: Able to run as part of a team in relay style events.

Key Questions:

1. Why do we pass the baton to the opposite hand to ?
2. Which throw do you think is most effective for distance?
3. Can you jump further with a run up?

Rules:

- Receiving baton within restricted area.
- Fair scoring of event/activity.
- Appropriate rules in running, jumping or throwing event.



Copyright© The PE Hub 2021

Knowledge Organiser: Year 6 Gymnastics Unit 1

Prior Learning:
Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus:
Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Key Questions:
1. How did the warm-up help your performance?
2. Why do unison and cannon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

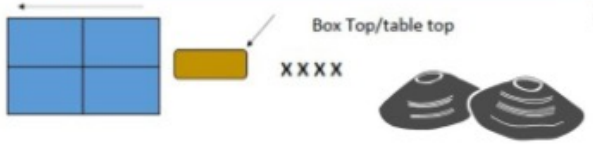
Key Vocabulary/Skills	
Preparing for vaulting.	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.
Dismounting.	
Including equipment.	
Flight using unison and cannon.	
Introduction of music (ready for unit 2).	

Concepts:
The vault is an artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

Head: Identify strengths and weakness about a performance.

Hand: Experience flight on and off of apparatus.

Heart: Lead group warm up demonstrating the importance of strength and flexibility.



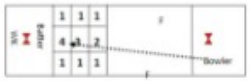
Copyright© The PE Hub 2021

Year 6 Autumn 1

Knowledge Organiser: Year 6 Cricket

Prior Learning:
Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.

Equipment needed: A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.





Key Vocabulary/Skills	
Demonstrate urgency in acquiring runs.	Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off drive, slip, short leg, cover, innings, retires.
Tracking & catching a high ball.	
Using the short ball to tempt players to hit high.	
Work as pairs to field long balls.	
Attempt an on drive.	

Unit Focus: Apply with cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

Head: Apply with consistency standard rules of (modified) games.

Hand: Attempt to track and catch high balls in isolation and game play.

Heart: Work as a pair to field long balls.

Key Questions:
1. Which shot allowed you to score more runs?
2. What are the reasons for working in pairs to retrieve the long ball?
3. What is the benefit of bowling the short ball?

Rules:
- 50% of the team bat in the first innings and the remaining 50% in the second innings.
- A batter retires at 15, but the last scoring hit counts (i.e., if on 14 and score 6 on next hit the batter retires on 20).
- Batters change ends at the end of each over.



Copyright© The PE Hub 2021

Year 6 Autumn 2

Knowledge Organiser: Year 6 Tag Rugby

Prior Learning:
Combined basic tag rugby skills such as catching and quickly passing in one movement. Selected and implemented appropriate skills in a game situation. Begun to play effectively when attacking and defending. Increased the power of passes so the ball can be moved quickly over greater distance.

Unit Focus:
Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.

Equipment needed: Rugby balls, tags, bibs and cones.




Running with the ball

Key Vocabulary/Skills	
Support player with the ball.	Transition, principle, STEP, agility, turnover, support, observe, analyse.
Set play for attacking.	
Take the distance not the time.	
Spaces not faces principle.	
Transition from attack to defence.	

Head: Use STEP principle to plan a warm-up.

Hand: Use speed and agility in gameplay.

Heart: Suggest ways to improve set plays.

Key Questions:
1. How should we tell other players the areas they need to improve on?
2. Why is it important to organise your team quickly into defensive positions?
3. Being able to change speed and direction quickly helps our defending, Why?

Rules:
- When tagged, ball carrier must either stop and pass the ball within three seconds or keep moving and pass within the three steps.
- If the ball leaves the field of play, the opposition will restart with a free pass from where the ball left the field.



Copyright© The PE Hub 2021

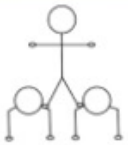
Year 6 Spring 1

Knowledge Organiser: Year 6 OAA

Prior Learning:
Explored ways of communicating in a range of challenging activities. Navigated and solved problems from memory. Developed and use trust to complete the task and performed under pressure.

Unit Focus:
Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

Equipment needed: Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, compass, egg, cups, straws, paperclips, tape, scissors.



Balance 1



Balance 2

Key Vocabulary/Skills	
Follow and orient a map.	Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.
Identify objects in scavenger hunt.	
Pyramid balances.	
Tie a reef knot.	
Game design.	

Key Questions:

1. Did their designs change or evolve?
2. What are the key uses for a reef knot?
3. What are the traits or characteristics of good leadership and teamwork?

Concepts:

A reef knot is a binding knot and is used to hold things together such as parcels or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different ropes together.



Head: Use knowledge of games in PE to suggest adaptations and variations to activities.

Hand: Refine and adapt ideas in group task.

Heart: Takes responsibility for a role in a task.

Copyright© The PE Hub 2021

Year 6 Spring 2

Knowledge Organiser: Year 6 Rounders

Prior Learning:
Linked together a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to rounders.

Unit Focus:
Apply rounders rules consistently. Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder

Equipment needed: A range of balls, a range of bats and striking equipment, posts, button cones, batting cone.

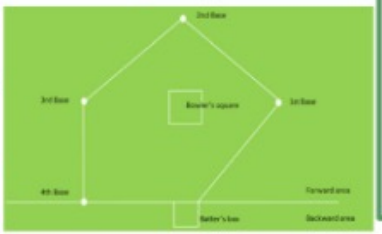
Key Questions:
1. What is the need to change our field for certain batters?
2. What are some of the rules of rounders?
3. How can you improve as a team to score more runs or stop the opposition scoring?

Key Vocabulary/Skills	
Attempt attacking bowling.	Shot, defensive, offensive, predict, place, select, tactics, stance, tracking.
Catching a high ball to get players out.	
Using the faster ball to deceive batters.	
Working as pairs to field a long ball	
Employ base running tactics.	

Head: Demonstrate urgency when in the field.

Hand: Play in a complete game of rounders with markings and four bases.

Heart: Understand teammates perspective & motivation when accumulating runs/rounders.

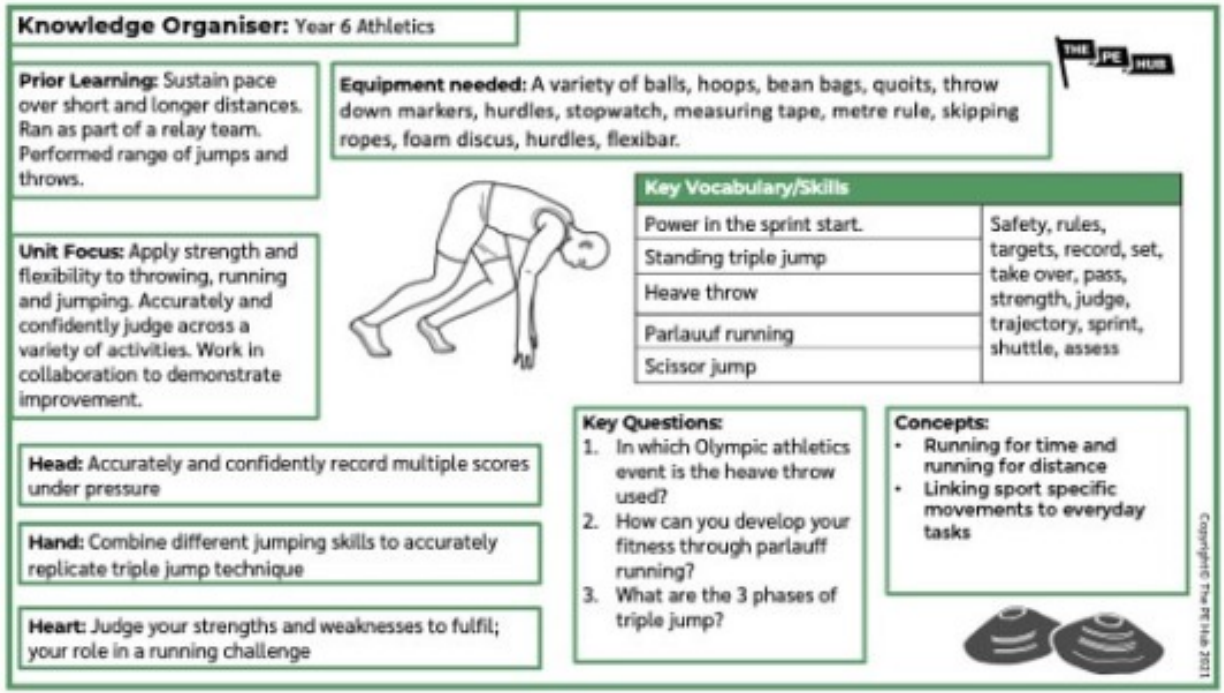


Rules:
- A batter can still run on a 'No Ball' in the same way as if a ball was good 5.
- A batter cannot be caught out or stumped out at 1st post by a no ball.
- If you do not hit the bowled ball, you still have to run unless it is a no ball.



Copyright© The PE Hub 2021

Year 6 Summer 1



Knowledge Organiser: Year 6 Athletics

Prior Learning: Sustain pace over short and longer distances. Ran as part of a relay team. Performed range of jumps and throws.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, hurdles, stopwatch, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Unit Focus: Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

Key Vocabulary/Skills	
Power in the sprint start.	Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess
Standing triple jump	
Heave throw	
Parlauuf running	
Scissor jump	

Head: Accurately and confidently record multiple scores under pressure

Hand: Combine different jumping skills to accurately replicate triple jump technique

Heart: Judge your strengths and weaknesses to fulfil; your role in a running challenge

Key Questions:
1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauff running?
3. What are the 3 phases of triple jump?

Concepts:
- Running for time and running for distance
- Linking sport specific movements to everyday tasks

Copyright© The PE Hub 2021

Year 6 Summer 2