



Physical Education

Knowledge Organisers

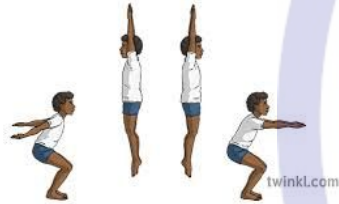


Year 3 Physical Education - Gymnastics



1. What is transition?

A way of going from one action to another.



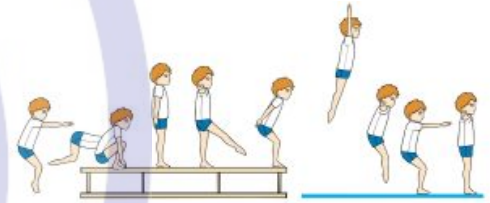
2. How do you do a side roll?

Start and finish with arms extended sideways.



3. How do you balance?

Body tension and extension



What skills are needed in a gymnastic sequence?

4. What is a jump with a half turn?

Land a jump facing in the opposite direction.

5. What is a sequence?

Linking different actions with smooth transitions.

6. How do you perform on apparatus?

Moving on and off of apparatus in a controlled manner.

roll	transition	half/full turn	sequence	apparatus	smooth
extend	jump	sideways	balance	control	opposite



Year 3 Physical Education – Netball

1. Chest pass

Fingers in a 'W' shape
Elbows pulled into body (no chicken wings)
Step into pass



2. Passing into space

Correct amount of **power**
Timing
Correct place for partner to catch

Catching on the move

Timing
Balanced body
Arms out ready to catch

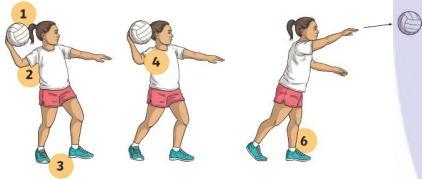
3. Landing

Land on balls of feet
Head up
Bent knees
Movement
Head up
Check **space** is clear
Fast **pace**



Shoulder pass

One hand to throw, one to **steady** the ball



What skills, rules and tactics are used in netball?

4. Getting away from a defender

Drive off outside foot
Head up
Sprint



5. Defending (man mark)

No contact
On your toes
Peripheral vision

6. Group Work

Communicate
Positive
Areas of improvement

catching

chest pass

defending

drive

pace

passing

peripheral

power

shoulder pass

space

sprint

timing



Year 3 Physical Education – Dance



1. Movement to a **beat** or **rhythm** ,
using basic actions.

2. Move to a rhythmic **pattern** and
perform movements associated
with **Dance Fit** .

3. Form a **sequence** of movements
linked to **Dance Fit** .

Is dance a good way to keep fit?



4. Working in small **groups** to
create a short dance **phrase** using
the **rhythmic patterns** .

5. Work in groups to **combine**
dance phrases.

6. **Perform** and **evaluate** a dance
sequence , providing constructive
feedback.

Beat	Pattern	Dance Fit	Movements	Phrase	Combine
Rhythm	Perform	Sequence	Group	Rhythmic Pattern	Evaluate



Year 3 Physical Education - Tag Rugby

I. Evasion

Move into open **space**
Change direction quickly
Change **speed** of movement

Defending

Light on feet
Change **direction** quickly
Close down open space quickly



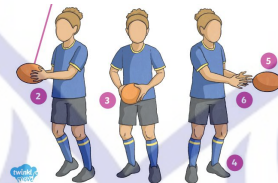
4. Attacking

Identify open space to target
Create space for **team-mates** (eg. commit a **defender**)
Correctly identify best option in either running or passing the ball into space



2. Passing

Side on **stance**
Look at **target**
Lateral/sideways throwing motion



3. Catching

Eyes fixed on the ball
Hands at **chest height**, creating a **target**
Bring ball into the body



What skills, rules and tactics are used in tag rugby?



6. Group work

Communicate
Positive
Areas of improvement

5. Retain possession of the ball

Look around to see where other team-mates are before passing
Only move and pass to a team-mate in **open space**
Communicate effectively with team-mates

attacking	chest height	defending	direction	identify	lateral
motion	movement	possession	space	stance	target



Year 3 Physical Education – Dance



1. Dynamics in music can inspire movement choices.

2. Visual stimuli can inspire dance phrases.

3. More than one dance phrase can be combined together to create a routine within a group.



How can the environment inspire dance?

4. Movement in nature can be replicated through movement in dance.

5. Shape and formation should be considered when creating a routine.

6. Beginnings and endings set the tone of a dance routine.

movement	replicate	stimuli	sequence	shape	rhythm
dynamic	visual	dance phrase	routine	formation	tension



Year 3 Physical Education – Gymnastics



1. Balancing with a bean bag

Controlled
Stable body
Creative



2. Frog headstand

Head and hands in triangle shape on the floor
Straight back
Knees connect with elbows

3. Headstand

Head and hands in triangle shape on the floor
Straight back and legs in the air
Balanced



What qualities make a good sequence performance?



4. Transferring weight from hands to feet

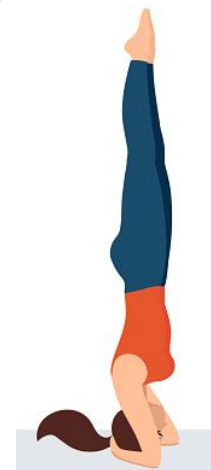
Hands flat on the floor
Distribute weight evenly
Balanced

5. Counter balance with a partner

Evenly balanced
Controlled
Hold for five seconds

6. Sequence performance

4 or 5 movements
Counter balance
Individual balance



balance	stable	weight transfer	hold	sequence	distribute
control	headstand	counter balance	tension	movement	creative



Year 3 Physical Education - Hockey



1. Dribbling with control

Ball and stick in front of body
Ball on stick
Bent knees

2. Dribbling with speed

Ball on stick
Ball and stick in front of body, at 2 o'clock
position
Head up



3. Push pass

Ball on stick at all times
Stand **sideways** to the ball
Feet either side of ball, so ball starts in the middle

4. Finding Space

Move into space after **passing**
Take **defenders** away in order to create space



What skills, rules and tactics are used in hockey?

Receiving

Stick flat on floor
Move feet so ball stopped on stick
Cushion ball so that it is controlled



5. Performing a push pass on the move

Stick on ball
Ball at 3 o'clock to body
Bend knees

Overcoming pressure from a defender

Create **space** in order for peers to pass the ball
Pass the ball **square** and **straight**



6. Group work

Communicate
Positive
Areas of improvement

communicate	control	cushion	defender	dribbling	pass
position	pressure	receiving	space	square	straight



Year 3 Physical Education - Football



1. Identifying space

Head up to look around the area
Move towards **space**



Move ball with feet (dribbling)

Use soft touches on the ball
Keep the ball close to you
Use different **surfaces** of the foot

2. Control the ball when turning

Identify space to turn into
Have small **touches** of the ball prior to turning
Bend knees and keep body low when turning



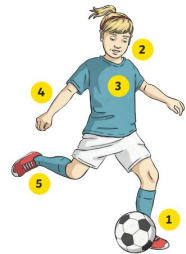
3. Outwit an opponent

Vary the type of touch
Vary the speed
Change the **direction** of the ball

What skills, rules and tactics are used in football?

6. Working as a team

Encourage throughout
Be **positive** and supportive
Listen to others
Provide constructive criticism



4. Striking a ball

Non- kicking foot by side of the ball
Lock ankle of striking foot
Strike centre of the ball
Head and knee over the ball



5. Sending ball with feet (passing)

Focus on and face target
Non-kicking foot by side of ball
Lock ankle and strike centre of the ball



5. Receiving a ball

Track the ball (with eyes)
Move in line with the ball
top ball from moving past you

control	direction	dribbling	opponent	outwit	passing
positive	receiving	space	striking	surfaces	track



Year 3 Physical Education – Summer Term: Athletics



1. Changes during exercise

Hotter
Heart beating faster
Deeper breaths



2. Throwing

Hands/feet in opposition
Transfer of weight
Swing and follow through in direction of throw



3. Decision making

Think first
Experiment/give it a go
Make changes/adjustments if necessary

4. Take-off/Landing

Bend knees
Use arms for power/
balance
Head up



What skills, rules and techniques are used in athletics?



5. Jumping for height/distance

Bend knees at take-off
Drive arms up and out
Run up



6. Team work

Communicate
Positive
Areas of improvement

athletics	balance	communicate	direction	distance	drive
improvement	jumping	positive	power	running	throwing



Year 3 Physical Education – Cricket



1. Catching

Watching the ball
Hands together

Fingers pointing to the floor



2. Throwing under-arm

Side on stance
Point at target
Straighten arm



3. Throwing over-arm

Side on stance
Point at target
Release from high



4. Striking
Head still, watching the ball
Contact ball with middle of bat
Step towards the ball



What skills, rules and tactics are used in cricket?

5. Attacking

Identify gaps to hit into
Angle bat/body to hit ball into gap
Follow through in direction of the gap



6. Defending

Look around to see where other fielder are
Move into space
Footwork

attacking	bat / batter	body	contact	defending	fielder
footwork	point	straight/en	stance	target	throwing



Year 3 Physical Education – Rounders

I. Catching

Watching the ball
Two hands together
Close hands, bring to chest



Throwing under-arm
Arms, legs in opposition
Non-throwing hand to point at target
Swing back and follow through in direction



2. Throwing over-arm

Side on stance (in opposition)
Non-throwing hand to point at target
Swing back, release from high, follow through

What skills, rules and tactics are used in rounders?

5. Striking into space

Look around to see where the space is
Turn body (hips and shoulders) to point in direction of space
Follow through in direction of strike

3. Fielder organisation

Look at scoring area
Spread fielders around area (width and depth of area)
Change positions depending on the batter's strengths and weaknesses



4. Striking

Watch the ball
Side on (non-striking foot at front)
Present bat



6. Group work

Communicate
Positive
Areas of improvement

bat / batter	bowler	catching	depth	direction	fielders
opposition	position	scoring	space	strike	throwing



Year 3 Physical Education – Tennis

I. Striking using swing action

- Waist height contact
- Low to high swing
- Sideways stance, feet and striking hand in opposition



2. Forehand

- Dominant side
- Non-dominant hand tracks ball
- Contact with middle of racket

Rally

- Friendly shot/feed
- Hit up
- Directed back at partner



3. Backhand

- Dominant hand at bottom
- Use two hands
- Contact on non-dominant side of body

What skills, rules and tactics are used in tennis?

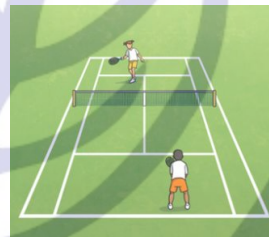


4. Ready position

- Both hands on racket
- Track ball with eyes
- Get in position for either forehand or backhand

5. & 6 Tactics

- Move opponent (side to side, forwards and backwards)
- Find a weakness
- Play to own strength



6. Winning points

- Your shot must land in opponent's half of the court
- Bounces more than once in opponent's half of the court – win point
- Not returned into your half of the court – win point
- Opponent hits ball into net – win point

backhand	contact	direction	dominant	forehand	opponent
partner	position	racket	sideways	stance	track



Year 4 Physical Education – Gymnastics

1. Travelling in Formation

- Moving as a group
- March to the rhythm
- Timing movements
- Communication
- Canon and symmetry



2. Rock and Roll to Standing

- Rock back in a tuck shape
- Rock forwards
- Draw the heels into the bottom
- Throw the arms forward and stand up

What are the key aspects of a good gymnastics performance?

3. Weight On Counter Tension Balance Kneeling

- Hold wrists
- Base – kneeling
- Top – places one foot at a time onto base's thighs
- Top – feet turned 10-2 position
- Top stands upright, base dictates the lean

4. Springboard Pattern

- Step whilst pushing the arms forward
- Circle the arms backward and downwards and jump to land on two feet
- Swing the arms forwards and upwards and rebound to land on two feet

5. Sequence

- Creative and smooth linking movements
- Gymnastic technique
- Spatial awareness



6. Incorporating Apparatus

- Safety on apparatus
- Creative use of apparatus within gymnastic actions
- Smooth transitions
- Working well with partner

Posture	Tension	Performance	Canon	Linking	Tuck
Springboard	Sequence	Formation	Counter-balance	Apparatus	Symmetry



Year 4 Physical Education - Dance: Invaders & Settlers



1: The Fierce Clans (Picts & Scots)

We can use **grounded, strong movements** and **defensive circle formations** represent the fierce, tribal nature of the Pictish and Scottish warriors.



2: The Anglo-Saxon Village (Settlement)

We create **calm, sustained movements and simple gestures** to choreograph a village formation representing the daily, purposeful tasks of Anglo-Saxon settlers.



How can we use dance to tell the story of Invaders and Settlers?

3: The Viking Longship (Raid & Travel)

We explore **dynamic contrast** by using **canon** for the steady rhythm of longship rowing and then transitioning to **sharp, powerful movements** for a surprise raid.



4: The Battle of Hastings (Normans)

We **contrast** the **high-level, marching actions of the Normans** with the **low, strong movements of the Anglo-Saxon shield wall** to stage the Battle of Hastings.



5: Putting It All Together

We **rehearse** and **refine** the **transitions** between all four historical sections to create a **smooth, continuous historical narrative** through dance.

6: The Final Performance

We **perform** the complete choreographed piece, using our understanding of **formation, level, and dynamics** to clearly communicate the story of Britain's invaders and settlers to an audience.

canon	contrast	dynamics	formation	gesture	level
motif	sharp	sustained	transition	travel	unison



Year 4 Physical Education – Hockey

1. Performing a left/right drag

- Ball and stick in front of body, 2 o'clock
- Ball on stick
- Use of reverse stick

2. Push pass

- Ball on stick at all times
- Stand sideways onto the ball
- Follow through with stick in direction of pass

Slap pass

- Stick on the ground at all times
- Ball in front, 2 o'clock
- Use middle of stick to hit the ball



3. Hit shot

- Ball in front 2 o'clock
- Stick starts and finishes at hip height
- Both hands at the top of the stick

Shooting

- Stick finish pointing in the direction of the shot
- Aim for corners of the goal

What skills, rules and tactics are used in hockey?

5. Tactics

- Support team-mates
- Communication
- Trial and improvement



4. Dribbling

- Keep stick and ball close to the body
- Change direction
- When in space



6. Keeping possession

- Moving into space
- Passing to teammates open stick
- Head up

Hockey stick	Push Pass	Hit Shot	Dribbling	Space	Possession
Ball	Slap Pass	Shooting	Direction	Corners	Moving



Year 4 Physical Education - Football



1. Moving with the ball

- Use different parts of your feet
- Recognise when to take big and small touches of the ball
- To change direction



2. Evade an opponent

- Identify space to travel into away from opponent
- Vary the type of touch (big and small) and the speed
- Change direction of the ball

What skills, rules and tactics are used in football?

4. Beating an opponent (2v1)

- Identify the desired target to reach
- Team-mate to create space and an angle for partner on the ball
- Person on ball to make decision to move into space or pass to team-mate to reach target

5. Defending in a 1v1 situation

- Track opponent who has the ball and move towards them (press)
- Watch the ball at opponent's feet and keep a metre away (delay)
- When ball is out of control, (away from feet) take it (win)



3. Striking a ball

- Place non-kicking foot by side of ball (accuracy)
- Lock ankle and strike centre of the ball
- Head and knee over the ball, following through (to create power)

6. Moving with the ball

- Identify space to travel into away from opponent
- Vary type of touch (big and small) and the speed
- Change direction of ball

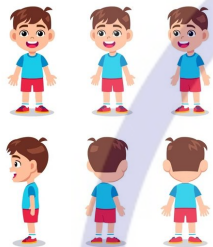
Touch	Travel	Defend	Direction	Strike	Power
Opponent	Space	Attack	Track	Move	Control



Year 4 Physical Education – Gymnastics

1. Spinning

A Spin is a rotation of the body whilst in contact with the floor.



4. Flight

A skill performed off the ground



2. Rock and Roll to One Knee

Rock back
Bend one leg behind the other
Rock forward to place the knee on the floor
Pivot to stand

5. Unison

Move at the same time as each other
Timing
Communication
Practise
Quality movements



What is important to consider when working on a group routine?

3. Weight On Balances

A balance in which partners, take the whole or partial weight of the other.



6. Performance

Quality gymnastic technique
Smooth transitions
Adopt a growth mindset approach:

Balance	Rotation	Unison	Flight	Performance	Counter tension
Travel	Jump	Support	Spin	Stretch	Weight on balance



Year 4 Physical Education – Egyptian Dance

I. Dynamics

- Speed
- Energy
- Flow



4. Sequence

Establish movements using appropriate dynamics. Put them in order.
Link together four movements in 8 count phrases.

2. Simple Canon

Set an order for each dancer to perform. Dancers not performing remain still while group member performs. Movement is danced in succession.

Which moves and dynamics do you use in Egyptian dance?

5. Dance Sequence

Level (high, medium, low)
Direction
Group formation (shape)

3. Cumulative Canon

Set an order for each dancer to perform. Lead dancer performs. Each dancer joins in until all dancing together in unison.

Unison

All move at same time. All perform to same beat. All perform same movements.

6. Dance

Combine two dance sequences. Use of choreographic devices (canon, unison, levels, direction, formation)



Canon	Sequence	Energy	Levels	Formation	Perform
Unison	Speed	Flow	Direction	Shpe	Succession



Year 4 Physical Education – Football

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- Recognise when to take big and small touches of the ball
- To change direction



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5. Defending in a 1v1 situation

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- Watch the ball at opponent's feet and keep a metre away (delay)
- When ball is out of control, (away from feet) take it (win)



6. Moving with the ball

- Identify space to travel into away from opponent
- Vary type of touch (big and small) and the speed
- Change direction of ball

Touch	Travel	Defend	Direction	Strike	Power
Opponent	Space	Attack	Track	Move	Control



Year 4 Physical Education – Tag Rugby

1. Evasion

Move into open space
Change direction quickly
Change speed



2. Passing

Side on stance
Look at target
Lateral throwing motion

3. Catching

Eyes fixed on the ball
Hands at chest height creating a target
Bring ball into the body

Defending

Light on feet
Change direction quickly
Close down open space quickly.

What skills, rules
and tactics are
used in tag rugby?



6. Group work

Communicate
positive and areas
of improvement

4. Attacking

Identify open space to target
Create space for team-mates
Correctly identify best option in
either running or passing the ball
into space



5. Retain possession of the ball

Look around to see where other team-mates are before
moving or passing.
Only move and pass to a team-mate in open space.
Communicate effectively with team-mates.

Evade	Speed	Catch	Possession	Open Space	Rugby Ball
Direction	Passing	Attack	Moving	Change	Communicate



Year 4 Physical Education – Athletics



1. Changes during exercise

Hotter
Heart beating faster
Deeper breaths



2. Throwing for distance

Hands/feet in opposition
Transfer of weight
Point of release



3. Throwing for accuracy

Hands/feet in opposition
Appropriate weight
Pull back and follow through in direction of throw

What skills, rules and techniques are used in athletics?

4. Take-off

Bend knees
Use arms for power
Head up

Landing

Land on two feet
Use arms for balance
Bend knees



5. Approach phase

Take-off on dominant foot
Controlled pace
Pump arms



6. Team work

Communicate
Positive
Areas of improvement

accuracy	approach	balance	communicate	distance	dominant
follow through	heartbeat	landing	opposition	phase	take-off



Year 4 Physical Education – Cricket



1. Catching
Watching the ball
Hands together

Fingers pointing to the floor



2. Throwing

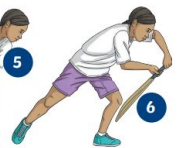
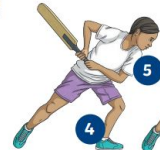
Side on stance
Point at target

Release from high

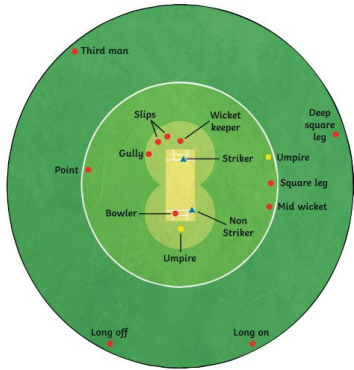
Follow through in direction of target

3. Striking

Head still, watching the ball
Contact ball with middle of bat
Appropriate foot movement



What skills, rules and tactics are used in cricket?



4. Attacking

Identify gaps to hit into
Angle bat/body to hit ball into gap

Follow through in direction of the gap

5. Defending

Place fielders evenly/equally to minimise gaps

Identify batters' strengths and place fielders accordingly



6. Group work

Communicate
Positive
Areas of improvement

attacking	bat/batter	catching	defending	direction	fielders
gaps	improvement	movement	stance	striking	target



Year 4 Physical Education – Rounders



1. Catching

Watching the ball
Two hands together
Cushion ball (soft hands)



Throwing under-arm

Arms, legs in opposition
Swing back and follow through in direction
Appropriate weight

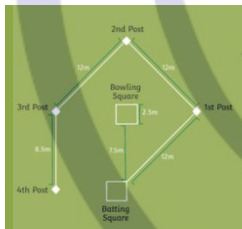


2. Throwing over-arm

Side on stance (in opposition)
Swing back, release from high, follow through
'Rabbit ears' grip

3. Fielding team

Communicate
Spread fielders around area (width and depth of area)
Change positions depending on the batter's strengths and weaknesses



What skills, rules and tactics are used in rounders?

4. Striking

Watch the ball
Side on (non-striking foot at front)
Swing back, contact, follow through



5. Striking into space

Look around to see where the space is
Turn body (hips and shoulders) to point in direction of space
Follow through in direction of strike

6. Group work

Communicate
Positive
Areas of improvement

bat/batter	catching	contact	cushion	depth	direction
fielders	follow through	grip	opposition	space	strike



Year 4 Physical Education - Tennis

1. Forehand

Dominant side

Non-dominant hand tracks ball

Contact with middle of racket



1 & 2. Direction

Stance sideways, directed towards target

Swing and follow through in direction of target

Contact ball at waist height



2. Backhand

Dominant hand at bottom

Use two hands

Contact on non-dominant side of body

3. Ready position

Both hands on racket

Track ball with eyes

Get in position for either forehand or backhand



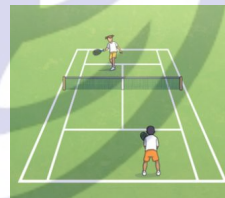
What skills, rules and tactics are used in tennis?

4. Under-arm serve

No bounce (before hitting)

Ball is hit cross court

Land inside 'service box' or area



6. Partner work

Communicate

Awareness (respond and react)

Plan and apply tactics

5 & 6. Tactics

Move opponent (side to side, forwards and backwards)

Get the ball over (the net) and in (the court)

Return to centre of the court

backhand	contact	cross court	direction	dominant	forehand
hitting	non-dominant	opponent	position	racket	stance



Year 5 Physical Education – Gymnastics

1. Quality of Movement

Posture and body tension
 Timing movements
 Transitions and linking
 Smooth and flowing
 Symmetry

2. Rolling Backwards

Tucked body shape
 Chin tucked in
 Palms up, thumbs by ears
 Elbows in
 Take knees over head
 Even push with both hands



3. Helping Others to Improve

Empathy and kindness
 What went well and what could be improved?
 Can they self-reflect, can you help them find solutions?
 Technical points
 What are they finding challenging?

4. Squat Through Vault

Strong fast run up
 Hands placed in the middle of the platform
 Fingers spread shoulder width apart
 Squat the feet between the hands
 Push from the top of the platform
 Shoulders should be in front of feet at all times
 Safe and controlled landing

What are the key aspects of a good gymnastics performance?

5. Cartwheel

Start and finish in lunge position
 Foot, hand, hand, foot
 Smooth movement
 Body tension and extension



6. Performance

Quality of actions, Communicate with partner, Smooth transitions, Adopt a growth mindset approach: Mistakes help us to learn, Consider your personal Achievements, Enjoyment, Confidence, try your best - effort



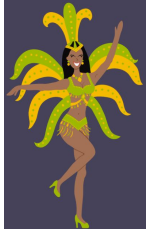
cartwheel	extension	lunge	performance	posture	rolling
self-reflect	squat	symmetry	tension	timing	transition



Year 5 Physical Education – Dance: Brazil

I. Dynamics

Speed
Energy
Flow



5. Brazil Dance

Identify movements
Link movements together so that they flow

Rewind movements
Use of choreographic devices (eg. formation and/or levels)

2. Mirroring

Space between dancers
Dance facing another person
Dance in a line
All move in same direction
Unison
All move at same time
All perform to same beat
All perform same movements



What choreographic devices can you use to make a dance exciting?



3. Dance phrase

Select movements
Order Dance movements to create a phrase
Dance in a formation
Dynamics



4. Retrograde

Identify movements
Establish order of movements
Reverse movements (like rewinding a video)

6. Feedback

Observe
Evaluate performance against criteria
Positives and areas of improvement

Brazil	choreograph	energy	feedback	flow	formation
level	movement	phrase	retrograde	speed	unison



Year 5 Physical Education - Hockey

I. Dribbling

Head up
Ball on stick
Lock and key grip

Passing on the move

Head up
Stick on ball in 3 o'clock position
Transfer weight from back foot to front foot

Shooting

Use appropriate skill
Stick finish in the direction of the target



2. Block tackle

Stick flat on the floor
Two hands on stick
Watch the ball

Jab tackle

Left hand only at top of stick
Jab with stick head
Timing



3. Defending

Channelling
Keep goal side
Shadow player with stick



4. Keeping possession

Create space
Communication
Support from other players
in a triangular formation.



Which skills, rules and tactics are used in hockey?



6. Attacking as a team

Create space
Communicate
Triangular support position
Defending as a team
Support team-mates
Early pressure
Clear ball to the side of the pitch



5. Keeping Possession

Push pass on the move:
Stick on ball
Ball at 3 o'clock
Bend knees

Overcoming pressure:

Create space in order for peers to pass the ball
Pass the ball square and straight

Attack	Block tackle	Channeling	Communicate	Defending	dribbling
formation	Jab tackle	Passing	Possession	Shooting	space



Year 5 Physical Education - Netball

I. Passing

- Chest pass** -Fingers in a 'W' shape,
Elbows pulled into body
Step into pass
- Shoulder pass** - One hand to throw,
one to steady
Feet shoulder width apart
Step into pass
- Catching on the move**
Move forward to receive
Fingers in a 'W' shape
Watch ball into hands



2. Footwork & Pivoting

Footwork
Pivot on landing foot
On balls of feet
Stable body

Pivoting
Landing foot does not move
Use 'finding' foot to change direction
Head up

Which skills, rules and tactics are used in netball?



3. Marking

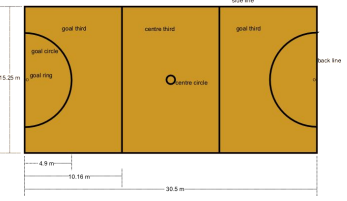
- Closing down space**
- Communication
- Team work
- Timing
- Man marking**
- Wonky 'T'
- No contact
- On your toes
- Peripheral vision

5. Basic Rules

- Footwork rule to be obeyed
- Can't mark with arms up
- one intercepting jump,
- 1m away from the player
- Can only hold the ball for up to 4 seconds

4. Shooting

- Body and feet facing the direction of the shot
- Feet shoulder width apart
- Bent elbows and knees, extend as you push the ball towards net
- Aim for witches hat on the top of the rim
- Ball to roll over every finger on the hand



Body position	catching	Chest pass	communication	direction	footwork
interception	interception	landing	Peripheral vision	pivot	shooting



Year 5 Physical Education – Spring Term: Dance – Line Dancing



1. What are the 6 moves of this line dance?

Heel tap, doe see doe, grape vine, hook up, horse ride, lasso.



2. What are the dynamics of line dancing?

Dynamics : How the body moves; the quality of the movements:

1. Speed of the movement: fast, slow.
2. Energy: the force applied to a movement, eg. strong, gentle.
3. Flow: the continuity of the movement, eg. continuous, abrupt, smooth, jagged.

Which moves and dynamics do you use in line dance?



3. Which moves and dynamics did you choreograph ?

Choreography: Sequence of steps or movements that are performed.



4. What is a choreographic device?

Choreographic devices :A method to manipulate, change or repeat movements to develop a dance. For example: repetition, canon, retrograde, change of speed, shapes.

5. What is contrast?

To introduce a theme, dynamic or idea that differs completely from the original to intensify a phrase or dance sequence.

6. How can you enhance your performance?

Expression: Communicating ideas, feelings and meaning through the face and body.

Gesture: A movement of part of the body, usually a hand or the head to express an idea or meaning, that does not involve a transfer of weight.

canon	Choreographic device	dynamics	energy	expression	flow
gesture	repetition	retrograde	sequence	speed	theme



Year 5 Physical Education – Gymnastics

1. What are the key points of travelling and transitions?

Posture and body tension, quality of movement, smooth flowing movement, stepping, spinning and leaping and high to low and low to how.



2. What is a Safety roll?

From a lunge, raise the rear leg through an arabesque position and roll diagonally across the back. Using the arm as guide. As the roll progresses, bend the extended leg rolling over the knee to stand.

3. How do you perform a 6 person pyramid?

Be aware of your own and others ability.
6 person pyramid - 3 on the base, 2 standing on the floor between the knees of the base, one standing on the hips of the middle base.

What is it important to consider when working on a group routine?



4. Squat Through Vault

Strong fast run up, Hands placed in the middle of the platform Fingers spread shoulder width apart Squat the feet between the hands Push from the top of the platform Shoulders should be in front of feet at all times Safe and controlled landing.



5. What is Canon?

2 or more people performing one after the other.

6. What are the key points to perform a Group Balance routine?

Tension and counterbalance. Timing and transitions. Within capability of the group. Communication. Supportive, team work.

balance	canon	communication	diagonally	posture	pyramid
Safety roll	Squat	tension	transition	travelling	Vault



Year 5 Physical Education – Football

1. To pass and shoot with control

Focus on and face target
Non-kicking foot by side of ball
Lock ankle and strike centre of the ball

To dribble with control

Use different parts of feet
Recognise when to take big and small touches of the ball
Change direction

2. Defending lvl

Track opponent who has the ball and move towards them (press)
Watch the ball at opponent's feet and keep body low, a metre away (delay)
When ball is out of control, (away from feet) take it (win)



Which skills, rules and tactics are used in football?

3. Defending with a partner

Nearest to ball press
Partner covers behind at angle
Partners remain at angle with no spaces between them (balance)
Partner work
Identify where your partner is at all times
Communicate with your partner
Work together to achieve a goal

4. Tactics of keeping the ball

(possession)
(On the ball) Decision making – when to keep the ball and when to pass
(Off the ball) Create angles and passing channels to receive
(Off the ball) Make area as big as possible (width and depth)

5. Attacking principles

Penetration (moving ball forward towards goal)
Support from teammates (width and depth),
Mobility/movement, Creativity/Improvisation

6. Defending principles

Delay (press)
Deny
Win



angles	attack	channels	communicate	defend	delay
deny	dribble	opponent	penetration	strike	tackle



Year 5 Physical Education - Tag Rugby

1. Side-step

Step off opposite foot to direction travelling,
Accelerate in direction you want to travel,
Stay balanced.



2. Passing

Side on stance
Aim the pass at the target
Lateral throwing motion with fingers extended on release



3. Catching

Eyes tracking the ball's flight
Hands positioned at chest height, creating a target
Bring ball into the body with arms

5. Retain possession of the ball

Scan playing area to locate positions of team-mates before deciding whether to pass or move with the ball
Only move and pass to a team-mate in open space
Develop effective communication with team-mates to develop basic strategy.

4. Catching

Eyes tracking the ball's flight
Hands positioned at chest height, creating a target
Bring ball into the body with arms



Which skills, rules and tactics are used in tag rugby?

6. Team work
Communicate
Tactics
Areas of improvement



balance	catching	communicate	extend	flight	lateral
passing	possession	scan	side-step	tactics	tracking



Year 5 Physical Education - Athletics



I. Movement

Head up, scanning for space
Straight body
Driving arms and legs



4. Agility

Low centre of gravity
Bend knees
Fast, small paces



2. Throwing

Hands/feet in opposition
Follow through
Release point



3. Throwing for accuracy

Hands/feet in opposition
Appropriate weight
Release point/angle of throw



What skills, rules and techniques are used in athletics?

5. Jumping

Four elements
Use of arms for power and balance
Land on two feet



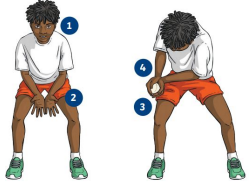
6. Team work

Communicate
Positive
Areas of improvement

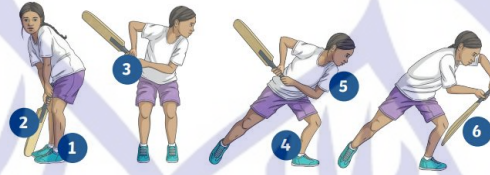
agility	angle	balance	communicate	driving	elements
gravity	jumping	opposition	power	trajectory	weight



Year 5 Physical Education – Cricket

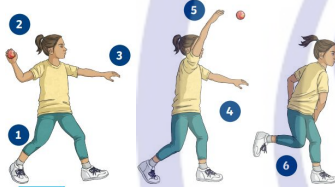


1. Catching
 Watching the ball
 Hands together
 Fingers pointing to the floor



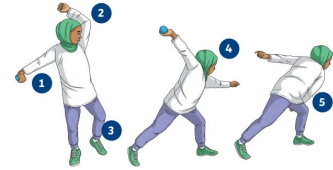
2. Striking
 Head still, watching the ball
 Contact ball with middle of bat
 Appropriate foot movement

Throwing
 Side on stance
 Point at target
 Release from high



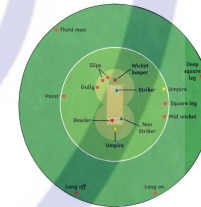
What skills, rules and tactics are used in cricket?

3. Bowling
 Head still, focusing on target
 Bowling arm straight
 Side on action



4. Wicket-keeping
 Side-to-side footwork
 Catch the ball in front of navel

5. Tactics
 Identify opposition's tactics
 Identify strategies to combat opposition tactics
 Communicate clearly



6. Group work
 Communicate
 Positive
 Areas of improvement

bowling	catching	combat	communicate	contact	footwork
opposition	stance	strategies	tactics	target	wicket



Year 5 Physical Education - Rounders



I. Catching

Watching the ball
Two hands together
Cushion ball (soft hands)

Throwing
Arms, legs in opposition
Swing back and follow through in direction
Appropriate weight



2. Striking
Side on stance (in opposition)
Watch ball (head still)
Step into hit



3. Bowling
Step forward (into opposition)
'Rabbit ears' grip
Release under-arm
Follow through, fingers pointing in direction of bowl



4. Long Barrier
Front knee on the floor
Back foot next to, and behind, front knee – no gap!
Hands together, fingers pointing down
Track ball with eyes, move into line of ball

What skills, rules and tactics are used in rounders?

5. Fielding tactics
Communicate with team-mates
Accurate throwing and catching
Analyse/reflect on success (alter as a result)



6. Group work
Communicate
Positive
Areas of improvement

accurate	analyse	bowling	catching	cushion	direction
fielding	opposition	swing	tactics	throwing	track



Year 5 Physical Education - Tennis

I. Forehand:

Dominant side
Non-dominant hand tracks ball
Contact with middle of racket



4 & 5. Attack:

Use of angles
Use of depth (changing)
Employed when close to net



backhand:

Dominant hand at bottom
Use two hands
Contact on non-dominant side of the body

2. Direction:
Stance sideways, directed towards target
Swing and follow through in direction of target
Contact at waist height

Depth:
Swing
Power
Trajectory

What skills, rules and tactics are used in tennis?

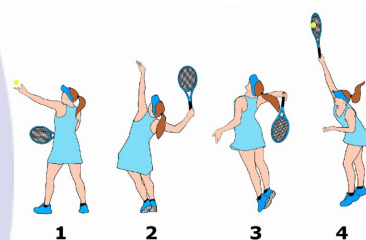
Defence:
Use of height (to gain time)
Get ball over and in
Employed when far away from net/retreating

6. Tactics:

Attack: Move opponent (side to side, forwards and backwards)
Defend: Get the ball over and in
Return to centre of the court

3. Over-arm serve:

Toss up (place ball into air, not throw)
Tap/hit over-arm (think high fiving ball)
In opposition, sideways to target



Partner work
Communicate
Awareness (respond and react)
Plan and apply tactics

attack	backhand	backwards	defend / defence	depth	direction
dominant	forwards	height	retreat	tactics	trajectory



Year 6 Physical Education – Gymnastics

1. Travel - Quality
Speed and flow
Control and balance
Tension/extension
 Leg/arm design



2. Rolling
Body tension/extension
Body position start /finish
Timing/communication

3. Group Balances
 Ensure balance is within the capability of the group
 Be aware of your own and your group's **ability**
Adequate matting



4. Through Vault
 Strong fast run up
 Hands placed in middle of **platform**
 Fingers spread shoulder width apart
Squat feet between hands
 Push from top of platform
 Shoulders in front of feet at all times
 Safe, controlled **landing**



How can gymnastic sequences be developed through collaboration?

5. Balance
Core strength / tension
Body positioning
Focus



6. Mistakes Help us to Learn
 Be open to feedback
 Accept when things don't go to plan
 Practise and repeat correct technique
 Stay positive / resilient

ability	balance	control	core strength	extension	flow
landing	mistakes	platform	speed	squat	tension



Year 6 Physical Education –Hockey

1. Passing

Choose pass to play
(**push, slap or hit**)
Pass to **open stick**
Weight and speed of pass



Receiving on the move

Show open stick
Cushion ball
Receive whilst moving

Keeping possession

Create space
Communication
Right-angled triangles



2. Left/right drag

Lock and key grip
Ball and stick in front of body
Ball on stick
Use of **reverse stick**
Drag ball wide of defender

3. Attack from defence

Attack with speed
Create width and depth
(creating space)
Provide support to the player on the ball
(**triangular support**)

4. Outwitting opponent

Watch the ball
Sideways **stance**
Time your tackle



How can attacking and defending principles be used in hockey?

Block tackle

Stick flat on the floor
Two hands on stick
Jab tackle
Left hand only at top of stick

Jab with stick head

5. Defensive formations

Crowd the middle
Defend in pairs
Channel players

6. Attacking as a team

Create space
Communicate
Triangular support

Defending as a team

Support team-mates
Early pressure
Composure on the ball
Attacking from defence

block tackle	channel	cushion	defending	depth	formations
hit pass	jab tackle	open stick	push pass	reverse stick	slap pass



Year 6 Physical Education – African Dance



1. Dynamics

Communicate an African dance through movement, demonstrating accurate and consistent dynamics.

2. Scale of movement

Link the African dance movements to form a sequence. Use expression and scale of movement to show character.

3. Choreographic devices

Perform an african dance using accurate expressions and choreographic devices.

4. Narrative

Link a narrative to a dance using a themed storyline

- Identify story
- Establish characters within the story
- Apply appropriate movements to tell the story

What movements are required for African Dance?



5. Linking

Link a unique dance sequence to a storyline dance sequence. Apply a clear beginning and ending

- Identify movements that you want to link
- Establish types of linking movements
- Use linking movement to create one whole dance
- Stillness
- Signals start/ end of dance to the audience

6. Combined Dance

Perform a combined themed dance sequence with consistency. Then evaluate a performance providing constructive criticism.



Dynamics	Flow	Scale of movement	Gestures	Canon	Unison
Establish	Stillness	Theme	Signals	Unique	Observed



Year 6 Physical Education -Netball

1. Chest pass

Fingers in a 'W' shape
Elbows pulled into body
Step into pass



Shoulder pass

One hand to throw, one to steady the ball
Step into pass

Shooting

Dominant hand pushes ball
Other hand on side of ball supporting direction



2. Footwork

Pivot on landing foot
On balls of feet
Stable body



3. Timing a pass or movement

On balls of feet
Communication

Send the ball into the space the player is heading so they can move towards the ball (harder to **intercept**)



4. Man marking

Wonky 'T'
No contact
On your toes (quick feet)
Peripheral vision



6. Team work

Communication
Time management
Consideration

5. High 5 Netball rules

4 seconds to pass
Obey **footwork** rule
Cannot mark with hands up
No contact
Must stay in position **boundaries**

What skills and techniques are used in netball?

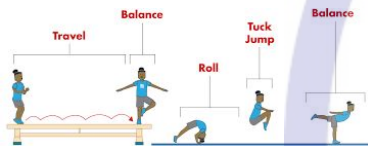
boundaries	chest pass	communication	contact	dominant	footwork
High 5	intercept	peripheral	shooting	shoulder pass	team work



Year 6 Physical Education – Gymnastics

1. Travelling

Quality of movement
Posture and **body tension**
Transition on to/off
Smooth and flowing



2. Rolling

Spatial awareness
Plan area to use
Start and finish points
Speed, flow and **timing**



3. Balancing

Height, width and depth
Perception of **connection**



What skills and techniques are needed in gymnastic routines?

4. Flight (leapfrog)

Jump from two feet to land on two feet
Hands should be placed on their partners lower back
Straddle the legs to pass safely off the human platform
Shoulders must remain over the feet at all times throughout the **flight** phase



5. Sequence

Smooth **transitions**
Creative **pathways**
Support your partner



6. Sequence / Apparatus

Identify what could be developed
Know what it should look and feel like
Take onboard **feedback**
What you could do to change it?
Practise the skills

apparatus	balancing	body tension	connection	feedback	flight
leapfrog	pathways	sequence	straddle	transition	travelling

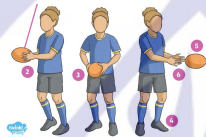


Year 6 Physical Education – Tag Rugby

1. Evasion

Side-step away from defender
Accelerate into open space
Change direction quickly

Defending
Light on feet
Change direction quickly
Close down open space



2. Passing

Side on stance
Aim the pass at the target
Lateral throwing motion
Fingers extended on release



3. Catching

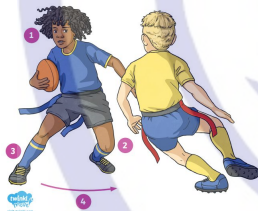
Scan the flight of the ball with eyes
Position hands at chest height
Press ball into the body



What skills and techniques are used in tag rugby?

4. Attacking

Identify open space to target
Create space for team-mates
Identify best option in either running or passing



5. Retain possession of the ball

Scan to see where teammates are before moving or passing
Only move and pass to a team-mate in open space
Communicate effectively with team-mates

6. Teamwork

Team work
Communicate
Tactics
Areas of improvement

side-step	close down	change direction	side stance	lateral pass	flight of ball
create space	retain	communicate	tactics	passing	evasion



Year 6 Physical Education – Dance



1. Dynamics

Communicate a Charleston Dance through movement, demonstrating accurate and consistent dynamics.



2. Scale of Movement

Link key movements to form a Charleston Dance sequence. Give constructive feedback on a performance.

3. Dance Formation

Understand how a dance is formed. Create a motif using pictures as stimuli.

What is Charleston dance like?

4. Narrative

- Create a Charleston Dance phrase to tell a story.
- o Create a story to fit the picture
 - o Act out the story they have created
 - o Devise a movement phrase (16 counts) to tell the story of the picture.

5. Linking

Link a unique dance sequence to a storyline dance sequence. Apply a clear beginning and ending

- Identify movements that you want to link
- Establish types of linking movements
- Use linking movement to create one whole dance

6. Combined Dance

Perform a combined themed dance sequence with consistency. Then evaluate a performance providing constructive criticism.

Charleston	Movement	Choreography	Dynamic	Motif	Phrase
Creative	Consistent	Combined	Sequence	Linking	Performance



Year 6 Physical Education – Football

1. Defending principles

Delay, Deny, Win

Team work

Communicate (verbal mainly to instruct)
Positive
Areas of improvement



2. Attacking principles

Penetration, Support (width/depth)
Mobility, Creativity

Team work

Encourage
Communicate (more non-verbal for disguise), Co-operate



3. Transfer of defence to attack

Move at speed
Create width and depth (spread across the pitch)
Move ball forward quickly while defence is out of shape and disorganised

4. Transfer attack to defence

Recovery runs at speed
Narrow angle, cut off direct route to goal
Delay



How can attacking and defending principles be used in football?

5. Tactics to attack and defend a target as a team

Assign roles in a team (attackers and defenders)
Team shape (balanced)
Compact in defence
Spread out in attack



6. Team work

Co-operate
Be disciplined in your role
Encourage/positive

delay	width	communicate	shape	co-operate	spread
deny	depth	discipline	instruct	cut off	direct



Year 6 Physical Education – Summer Term: Athletics



1. How do you use control, balance and speed?

- Head up, scanning for space
- Straight body
- Driving arms and legs

2. How do you send and receive with speed and precision?

- Hands/feet in opposition
- Follow through and release
- Looking at target



3. How do you throw for distance using the 'push' technique?

- Feet in opposition
- Bent to straight arm
- Acceleration of push (arm going from stationary to its fastest speed at point of release)



How do your arms, legs and body position help your performance in athletics?

4. How do you apply 'agility' in a competitive context?

- Low centre of gravity
- Bend knees
- Fast, small paces

5. How do you execute three different jumps?

Long jump

- Dominant foot take-off
- Arms and legs for power and balance
- Land on two feet

Triple jump

- Hop, step, jump
- Arms and legs for power and balance
- Start sequence on one foot, finish on two feet

Vertical jump

- Deep knee bend
- Extend through legs on take-off
- Stretch/reach with arms

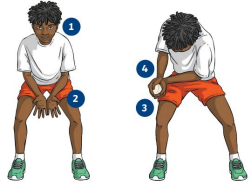
6. How do you work constructively as part of a team?

- Team work
- Communicate
- Positive
- Areas of improvement

agility	balance	dominant	drive	extend	gravity
long jump	jump	push throw	sequence	triple jump	vertical jump



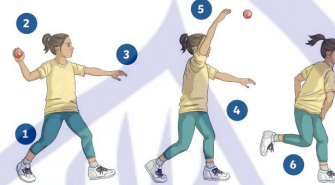
Year 6 Physical Education – Cricket



1. How do you use a range of pick up techniques?

Catching
Watching the ball
Hands together
Fingers pointing to the floor

Throwing
Side on stance
Point at target
Release from high



2. How do you play a variety of different shots depending on where the ball lands?

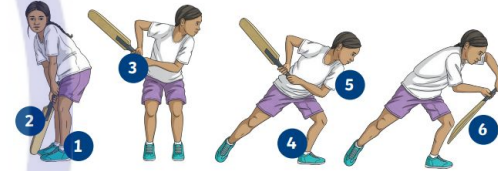
Head still, watching the ball
Contact ball with middle of bat
Appropriate foot movement

3. How do you bowl overarm?

Head still, focusing on target
Bowling arm straight
Side on action



What skills, rules and tactics are used in cricket?



4. How do you use correct feet and hand movements when wicket-keeping?

Side-to-side footwork
Catch the ball in front of navel



5. How do you and implement bowling and batting tactics to benefit a team's performance.

Identify opposition's tactics
Identify strategies to combat opposition tactics
Communicate clearly

bowling	catching	combat	communicate	contact	footwork
opposition	stance	strategies	tactics	target	wicket



Year 6 Physical Education – Rounders



1. How do you throw and catch accurately?

Catching

- Watching the ball
- Two hands together
- Cushion ball (soft hands)



4. What is the role of the backstop?

- Watch ball
- Adjust distance
- Bend knees and on balls of feet

Throwing
Flat
Power
Accuracy



2. How do you strike a ball correctly?

- Side on stance (in opposition)
- Watch ball (head still)
- Step into hit



3. How do you bowl accurately?

- Good pace
- Flat trajectory
- Between batter's knee and shoulder



How is transfer of weight used in bowling, fielding and batting?

6. How do you use the batting, bowling and fielding skills in a match?

- Communicate
- Positive
- Areas of improvement



5. What are the batting tactics in rounders?

- Identify potential scoring zones
- Determine best option for scoring rounders
- Align body/stance and follow through (shot) in desired direction



backstop	bat/batter	bowling	catching	direction	distance
opposition	pace	power	stance	tactics	trajectory



Year 6 Physical Education – Tennis



1. How do you complete a rally using forehand and backhand groundstrokes?

- Contact with middle of racket
- Strings/racket perpendicular to ground
- Sideways stance



2. How do you use a volley as an attacking strategy?

- Racket head above wrist
- Punching movement
- Contact point in front of body



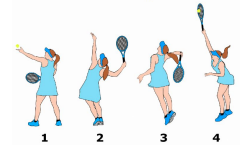
3. How do you strike the ball using an overarm serve?

- Toss up (place ball into air, not throw)
- Tap/hit over-arm (think high fiving ball)
- In opposition, sideways to target

4. How do you use an overarm serve in a rally?

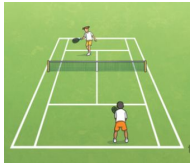
- Cross court
- Follow through on opposite side of body
- Recover to ready position quickly

What skills, rules and tactics are used in tennis?



5. How do you use attacking and defending tactics to win points?

- Positive communication
- Shot selection
- Use of strengths and weaknesses (own and opponents')



6. How do you apply tactics in a competitive situation?



- Defend:** Get the ball over (the net) and in (the court)
- Use of strengths and weaknesses (own and opponents')

attack	cross court	defend	follow through	groundstrokes	opponent
opposite	perpendicular	punching	serve	tactics	volley