



P.E Curriculum

KS2 Knowledge Organisers

Knowledge Organiser

Theme: Team Games / Invasion Games

Year: T B

Term: Spring

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how the different types of passes within the team game.	C	Perform passes with greater accuracy and/or power.	C
To know how to move and navigate the playing area.	C	Move with greater speed and control into open spaces.	C
To know how to score from different positions.	C	To score with more obstacles and angles within the game.	C
To know how to attack and defend within the game.	C	Increase defence numbers/challenges when attacking, vice versa.	C
To know how to work and communicate as a team.	C	Present different team scenarios within the game.	C
To know and understand the importance of team games on mental and physical well being.	H	To use scientific knowledge and understanding of the effects of exercise on the body.	H
To know and understand the core values of team games and to play with sportsmanship.	H	To know the key values of The School Games: Determination, Honesty, Passion, Respect, Self-Belief, Teamwork.	H
To recognise strengths and weaknesses of individual performance and evaluate & improve.	H	Develop the ability to Self and Peer assess.	H

Key Vocabulary	
Word	Meaning
accuracy	the quality of being precise
navigate	to travel on a desired course
score	to gain a point in a competitive game
attack	to move forward as part of a team
defend	to prevent the opposing team from scoring
teamwork	working together successfully in a group

Useful Websites or Resources
Sports Governing Body Websites & Schemes e.g. RFU, FA, All Stars, etc. School Games Resources e.g. Together Active Tops Resource Cards

Knowledge Organiser

Theme: OAA Year: A Term: Autumn

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how to work as a team to solve problems.	C	Teacher intervention to support teams. Leadership skills	C
To know how to navigate around an area with confidence.	C	Increase obstacles and widen the area.	C
To know how to read a map.	C	Read maps with accuracy.	C
To know how to orienteer from point to point.	C	Create clues to move onto next points.	C
To know the importance of OAA for exercise.	H	To use scientific knowledge and understanding of the effects of exercise on the mind/body.	H
To know the potential dangers presented by weather and conditions and adapt accordingly.	H	Indoor orienteering in bad weather conditions.	H

Key Vocabulary	
Word	Meaning
OAA	Outdoor Adventurous Activities
problem-solving	finding solutions to difficult situations
navigate	to travel around a set course
map	a diagram which shows the direction of travel from one place to another
team	a people who work together with a common goal
control point	a waypoint marked on a mapped course

Useful Websites or Resources
Eveque OAA Map of the School

Knowledge Organiser

Theme: Swimming **Year:** A/B **Term:** Spring

Curriculum swimming delivered at Shrewsbury School by swimming instructors offering CPD for staff.

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To assess children's water confidence	H	Floatation devices/staff support	H
To know how to develop propel themselves through water using floatation devices	H, C	Removal of floatation devices when confident	H, C
To know how to perform a variety of strokes with a floatation device	H, C	Removal of floatation devices when confident	H, C
To know how to perform a variety of strokes without a floatation device	H, C	Focus on one stroke in detail	H, C
To know to swim 25 metres unaided	H, C	Distance travelled changed/floatation device used.	H, C
To know how to perform self-rescue	H, C	Rescue a 'dummy' in a set time and depth	H, C

Key Vocabulary	
Word	Meaning
propel	drive or push forward
floatation device	an aid to assist independent swimming
front crawl	swimming with head facing downwards with alternating arms
backstroke	swimming with head facing upwards on back
breaststroke	swimming on front with arms and legs moving in a circular motion
butterfly	swimming with arms moving together in a circular motion
self-rescue	the ability to save yourself from drowning

Useful Websites or Resources
Shrewsbury school instructor and resources

Knowledge Organiser

Theme: Indoor Games / Indoor Invasion Games **Year:** A / B **Term:** Spring / Autumn

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how the different types of passes within the indoor team game.	C	Perform passes with greater accuracy and/or power.	C
To know how to move and navigate the indoor playing area.	C	Move with greater speed and control into open spaces.	C
To know how to score from different positions.	C	To score with more obstacles and angles within the game.	C
To know how to attack and defend within the indoor game.	C	Increase defence numbers/challenges when attacking, vice versa.	C
To know how to work and communicate as a team.	K/H	Present different team scenarios within the game.	K/H
To know and understand the importance of team games on mental and physical well being.	K/H	To use scientific knowledge and understanding of the effects of exercise on the body.	K/H
To know and understand the core values of team games and to play with sportsmanship.	K/H	To know the key values of The School Games: Determination, Honesty, Passion, Respect, Self-Belief, Teamwork.	K/H
To recognise strengths and weaknesses of individual performance and evaluate & improve.	C/K/H	Develop the ability to Self and Peer assess.	C/K/H

Key Vocabulary	
Word	Meaning
accuracy	the quality of being precise
navigate	to travel on a desired course
score	to gain a point in a competitive game
attack	to move forward as part of a team
defend	to prevent the opposing team from scoring
teamwork	working together successfully in a group

Useful Websites or Resources
Sports Governing Body Websites & Schemes e.g. RFU, FA, All Stars, etc. School Games Resources e.g. Together Active Tops Resource Cards

Knowledge Organiser

Theme: Gymnastics Year: A / B Term: Spring

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how to hold the body still for a count of 3. To know how to explore a variety of shapes exploring which shapes are easier/harder to hold still. To know why to focus on straight, tuck, star, straddle and pike with correct terminology.	H / C	Support - balance for a shorter time - partner hold and support - use of apparatus to support balance. Challenge - increased difficulty of balance by using different body parts as base - create shape on various apparatus - develop partner and group shapes.	H / C
To know how to travel using various body parts with increased fluency, control, speed and direction. To know log and egg rolls (introducing a circle roll), jumps using a variety of shapes, height and direction and the safety of landing.	H / C	Support - use of coloured spots to aid direction, pathway of travel. Partner work to develop ideas - use of partner coaching and ipads to evaluate and improve shape in jumps and rolls. Challenge - partner circle rolls to challenge timing and direction. Jumps from various apparatus. Travel with different combinations of body parts and at different levels.	H / C
To know how to link up to 6 elements, starting and finishing with a gym salute. To know how to use match, mirror and canon elements. To know how to use a variety of directions, pathways, speed and levels to create interest. individual, pair and trio sequences. memorise, practise, refine and perform.	H / C	Support - linking of less elements - use of sequence board to record elements. use of matching partner work to increase ideas. Challenge - Linking of more difficult elements with control and fluency - to consider the use of the whole performance area to increase the variety of direction, level, speed and pathway - non-verbal communication.	H / C
To know how to use teaching points to coach peers. To know how to provide feedback when viewing peers' sequences, using video analysis where appropriate.	C	Support - give less points of observation using a focus or question. Challenge - ask pupils to identify weaker movements and to suggest ways of improvement - compare and contrast work.	C
To know how to carry equipment safely, set out and use mats and apparatus. To know how to correctly dismount apparatus and land safely.	H		

Key Vocabulary			
Word	Meaning	Word	Meaning
happy cat/ angry cat	on hands and knees, shoulder width apart with head facing up and back sagging/ head facing down and back arched.	extension and body tension	pointing toes and fingers - stretching all body parts when holding shape. tensing all muscles to hold shape still and controlled.
seal	lying on front with hands level with shoulders and arms extended so that back arches.	circle roll	body in straddle position - roll onto shoulder, back and other shoulder - remain in straddle - finish facing opposite direction.
dish/arch	lying on the back/front with arms and legs extended and lifted off the floor.	match/ mirror/ canon	same action/ action opposite partner - like facing in a mirror/ one after the other
point/patch	small/large body parts touching the floor/apparatus when holding shapes.		

Useful Websites or Resources	
Inspire Scheme of work Val Sabin - Primary School Gymnastics Rawmarsh - KS2 Gymnastics PESS Gymnastics	Agile Gymnastics Tops Gymnastics Spellbound and Diversity video clips

Knowledge Organiser

Theme: Striking & Fielding **Year:** A / B **Term:** Summer

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how to bowl the ball correctly	C	Support - bigger ball with focus on underarm Challenge - bowl the ball with greater accuracy and speed	C
To know how to strike the ball correctly	C	Support - Changing equipment to suit ability Challenge - strike the ball with greater power and direction	C
To know how to retrieve and field the ball correctly	C	Support - Changing equipment to suit ability or fielding area Challenge - introduce other techniques to field the ball	C
To know how to catch the ball correctly	C	Support - bigger ball and smaller distances Challenge - put in limitations or barriers to increase difficulty	C
To know the rules of the striking and fielding game	C / H	To amend the rules to provide differentiation	C / H
To apply the learnt skills with a competitive game	C / H	To change game scenarios to focus on particular skills	C / H

Key Vocabulary	
Word	Meaning
bowl	to throw a ball towards a striker, using an underarm or overarm motion
Strike	to hit a ball using a bat
field	to catch or pick up a ball after it has been struck
underarm	throwing a ball below shoulder level
overarm	throwing a ball above shoulder level

Useful Websites or Resources
All Stars Cricket Chance to Shine Cricket Rounders England British Baseball Federation

Knowledge Organiser

Theme: Athletics Year: A Term: Summer

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know the running techniques for short distance and speed	C	To run with greater speed and improve individual performance	C
To know the running techniques for obstacles	C	Change height or distance between obstacles	C
To know the running techniques for long distance	C	Change distance and improve individual performance	C
To know the running techniques for relay	C	To adopt the correct baton passing technique	C
To know throwing techniques for javelin (pull), shot put (push) and discus (fling)	C	Change of equipment to suit ability e.g. lighter / heavier throwing equipment	C
To know jumping techniques for long jump	C	To apply jumping skills to triple jump	C
To know how to apply techniques in a competition format e.g. house competition, sports day, etc.	C / H	To compete in an inter-school competition e.g. school games	C / H
To know how to measure and record performance	C / H	To know how to improve performance	C / H

Key Vocabulary	
Word	Meaning
sprint	to run at speed
pace	the speed at which you move
javelin	a long stick with a pointed end used for throwing
shot put	a ball shaped throwing implement
discus	a plate shaped object used for throwing
technique	a way of doing an activity that requires skill

Useful Websites or Resources
SASP Athletics

Knowledge Organiser

Theme: Dance **Year:** B **Term:** Autumn

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know different ways of travelling, jumping and turning within dance	C	Travelling with higher degree of fluency and finesse	C
To know how to perform movements in isolation	C	Support - limit the number of independent movements Challenge - To begin to join isolated movements together	C
To know how to sequence movements	C	Support - simplify movements and keep transitions to a minimum	C
To know the importance of levels in a sequence	C	Include apparatus to extend height or complexity	C
To know how to perform with others	C / K / H	Reduce or increase the numbers in each group	C / K / H
To know how to improve own and others performance through observation	K / H	Provide a particular focus for critique	K / H

Key Vocabulary			
Word	Meaning	Word	Meaning
isolation	on an individual basis	apparatus	the technical equipment needed for a particular activity or purpose
sequence	more than one step linked together	perform	present (a form of entertainment) to an audience
levels	using low and high movements in performance	critique	evaluate (a performance) in a detailed and analytical way
fluency	move easily and accurately between movements	improve	make (a performance) or become better

Useful Websites or Resources
LCP Resource Pack Twinkl Move PE planning TOPS Sports Resources Rapper Sword Dancing - Club

Knowledge Organiser

Theme: Indoor Athletics **Year:** B **Term:** Spring

Eveque Indoor Athletics programme and equipment is used.

Children rotate around each station in each session and record their scores on the Eveque score sheets within their own booklet, trying to improve their performance each week.

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know how to balance on a raised beam - Balance Test	C	Allow two foot balance, positioning of feet	C
To know how to perform the standing long jump - Standing Long Jump	C	Challenge- introduce triple jump elements	C
To know how to perform the speed bounce - Speed Bounce	C	Increase/decrease time allowed, increase/decrease barrier height	C
To know how to throw accurately to a target - Target Throw	C	Change distance and size of target.	C
To know how to high step over obstacles- Hi-Stepper	C	Change height of barrier and distance between barriers	C
To know how to perform the chest push- Chest Push	C	Weight of ball	C
To know how to perform the vertical jump - Vertical Jump	C		
To know how to accelerate, decelerate and change direction- Shuttle Run	C	Change time of challenge	C

Key Vocabulary			
Word	Meaning	Word	Meaning
accelerate	begin moving quickly	obstacle	a thing that blocks one's way or prevents or hinders progress
decelerate	reduce speed	shuttle	travel regularly between two or more places
vertical	upright	balance	an even distribution of weight enabling someone or something to remain upright and steady.

Useful Websites or Resources
Eveque Athletics Equipment Eveque Athletics Action Cards Eveque Athletics Score Cards

Knowledge Organiser

Theme: Net & Wall Games **Year:** B **Term:** Summer

Learning Objectives - Knowledge			
Foundations	Key Driver	Support or Challenge	Key Driver
To know basic racquet control and hit the ball using a forehand stroke	H	Larger ball and playing area for LA HA to strike the ball over a longer distance and begin to rally	H
To know the importance of good hand-eye coordination when attempting a backhand stroke	H	LA differentiated by task e.g. more bounces allowed, larger targets etc. HA to begin to keep score to provide challenge	H
To know the importance, balance and coordination to hit a volleyed stroke	H	LA to be closer together and allow extra bounces. Some will need larger ball HA pupils to play further apart and attempt forehand and backhand volley	H
To know how to serve the ball towards an intended target	H	LA allowed a bounce before hitting the target. Size of target increased HA not allowed a bounce and competitively score against each other	H
To know how to complete a rally in pairs using a variety of strokes	H	LA to focus on forehand and begin with an underarm throw HA to use a variety of strokes and play competitively against each other	H
To know and consolidate skills previously learnt in a tournament format	H / C	Mixed ability House Tournament	H /C

Key Vocabulary	
Word	Meaning
Forehand	a shot made by swinging the racket across one's body with the hand moving palm-first
Backhand	a shot in which one swings the racquet around one's body with the back of the hand preceding the palm
Rally	a series of shots played between a number of players
Serve	A serve in tennis is a shot to start a point.

Useful Websites or Resources
LTA Primary Lesson Plans http://www3.lta.org.uk/Tennis-Foundation/My-Schools-Tennis/Primary-Lesson-Plans/