



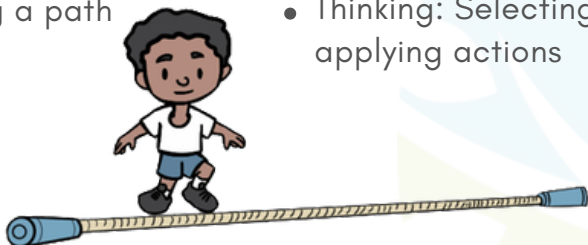
Get Set 4
Education

Knowledge Organiser: Introduction to PE: Unit 1 EYFS

Topic: Fantasy and Adventure

Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Following a path



Key Skills: S.E.T

- Social: Sharing
- Social: Leadership
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying actions

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Stop with control: Stop in a balanced position on your feet by bending your knees and putting weight into your heels.

Jump: Take off and land with two feet.

Hop: Take off on one foot and land on the same foot.

Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

Where this unit sits

Assessment Criteria

Nursery

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to demonstrate balance.
- I am beginning to take turns with others.

Reception

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I can demonstrate balance.
- I play co-operatively and take turns with others.

Activities that
this unit progresses into:

Introduction to PE: Unit 2
Team Games
Team Building
OAA





Knowledge Organiser: Introduction to PE: Unit 2 EYFS

Topic: Everyday life

Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Rolling



Key Skills: S.E.T

- Social: Sharing and taking turns
- Social: Encouraging and supporting others
- Social: Responsibility
- Emotional: Honesty and fair play
- Emotional: Confidence
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding and using rules

Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.
- Jump:** Take off and land with two feet.
- Hop:** Take off on one foot and land on the same foot.

Where this unit sits

Assessment Criteria

Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

Nursery

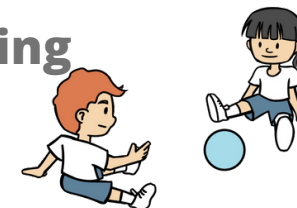
- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I understand the rules of the game.

Reception

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively and take turns with others.
- I understand the rules and can explain why it is important to follow them.

Activities that this unit progresses into:

Team Games
Team Building
OAA



Key Skills: Physical

- Rolling a ball
- Stopping a rolling ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Using tactics
- Thinking: Decision making

Teacher Glossary

Dribble: To move the ball using your feet or your hands.

Send: To pass to someone with using either your feet or hands.

Receive: To collect or stop a ball that is sent to you using either your hands or feet.

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Key Vocabulary:

- roll
- team
- space
- kickbounce
- throw
- safely
- stop
- listen

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I am beginning to explore a range of ball skills.
- I am beginning to take turns with others.
- I can make guided choices.
- I persevere with support when trying new challenges.
- I play ball games guided by the rules with support.

Reception

- I can negotiate space safely with consideration for myself and others.
- I use ball skills with developing competence and accuracy.
- I play co-operatively and take turns with others.
- I can make independent choices.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.

Activities that this unit progresses into:



Ball Skills : Unit 2
Ball Skills
Striking and fielding
Invasion
Net and wall
Target games
Sending and receiving

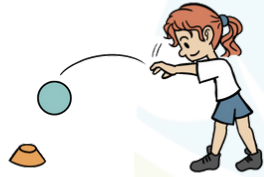
Key Skills: Physical

- Rolling a ball
- Tracking a ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



Key Skills: S.E.T

- Social: Co-operation
- Social: Sharing and taking turns
- Emotional: Determination
- Thinking: Using tactics
- Thinking: Decision making



Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Track:** To track is to move your body to get in line with a ball that is coming towards you.

Where this unit sits Assessment Criteria

Nursery

- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I persevere with support when trying new challenges.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I play ball games guided by the rules with support.

Reception

- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.
- I persevere when trying new challenges.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play ball games with consideration of the rules.

Key Vocabulary:

- roll
- team
- space
- kick
- bounce
- throw
- safely
- stop
- listen

Activities that this unit progresses into:

- Ball skills**
- Striking and fielding**
- Invasion**
- Target games**
- Net and wall**
- Sending and receiving**





Knowledge Organiser: Dance : Unit 1 EYFS

Topic: Everyday life

Key Skills: Physical

- Travelling
- Copying and performing actions
- Co-ordination



Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Where this unit sits

Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

Teacher Glossary

Counts: A performer uses counts of 8 to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Direction: forwards, backwards, sideways.

Key Vocabulary:

- move
- space
- safely
- shape
- copy
- around
- sideways
- forwards
- backwards

Activities that this unit progresses into

Dance: Unit 2

Dance





Knowledge Organiser: Dance : Unit 2 EYFS

Topic: Places

Key Skills: Physical

- Travelling
- Copying and performing actions
- Balance
- Co-ordination



Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Teacher Glossary

Counts: A performer uses counts of 8 to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Direction: Forwards, backwards, sideways

Where this unit sits

Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

Activities that this unit progresses into:

Dance





Knowledge Organiser: Fundamentals: Unit 1 EYFS

Topic: All about me

Key Skills: Physical

- Balancing
- Running
- Jumping
- Changing direction
- Hopping
- Travelling



Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Helping others
- Emotional: Honesty
- Emotional: Challenging myself
- Emotional: Determination
- Thinking: Decision making
- Thinking: Selecting and applying actions
- Thinking: Using tactics

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I play games honestly guided by rules with support.
- I am building my confidence to try new challenges.
- I follow instructions with support.
- I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.
- I am beginning to take turns with others.

Reception

- I can negotiate space safely with consideration for myself and others.
- I play games honestly with consideration of the rules.
- I am confident to try new challenges.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing balance and co-ordination when playing games.
- I play co-operatively, take turns and encourage others.

Key Vocabulary:

- run
- safely
- space
- jump
- hop
- direction
- stop
- listen



Activities that this unit progresses into:

Fundamentals Unit 2
All KS1 activities

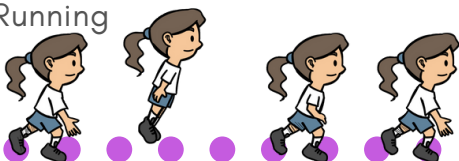


Knowledge Organiser: Fundamentals: Unit 2 EYFS

Topic: Places and spaces

Key Skills: Physical

- Hopping
- Galloping
- Skipping
- Sliding
- Jumping
- Changing direction
- Balancing
- Running



Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Working with others
- Emotional: Managing emotions
- Emotional: Challenging myself
- Thinking: Selecting and applying actions

Teacher Glossary

Gallop: To gallop, step forward with a lead leg followed by the trail leg stepping just behind. With a little jump the lead leg moves again.

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns and congratulate others.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I use movement skills with developing balance and co-ordination.
- I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Key Vocabulary:

- run
- safely
- space
- balance
- hop
- direction
- stop
- skip
- jump

Activities that this unit progresses into:

All KS1 activities





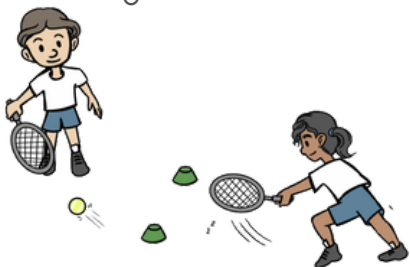
Get Set 4
Education

Knowledge Organiser: Games: Unit 1 EYFS

Topic: Transport

Key Skills: Physical

- Running
- Balancing
- Changing direction
- Striking a ball
- Throwing



Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Decision making

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I follow instructions with support.
- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I can explore movement skills.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Dodge: change direction quickly, often used to lose a defender or avoid being caught.

Key Vocabulary:

- *run*
- *safely*
- *space*
- *catch*
- *throw*
- *team*
- *stop*
- *tag*
- *score*



Activities that this unit progresses into:

- Games: Unit 2**
- Invasion**
- Net and wall**
- Target games**
- Striking and fielding**



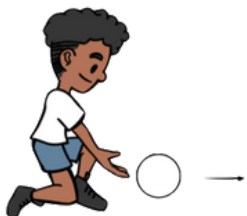
Get Set 4
Education

Knowledge Organiser: Games: Unit 2 EYFS

Topic: Around the world

Key Skills: Physical

- Running
- Changing direction
- Striking a ball



Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty
- Emotional: Managing emotions
- Emotional: Perseverance
- Thinking: Using tactics

Where this unit sits Assessment Criteria

Nursery

- I can explore movement skills.
- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I follow instructions with support.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

Reception

- I use movement skills with developing balance and co-ordination.
- I use ball skills with developing competence and accuracy.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively, take turns and encourage others.
- I follow instructions involving several ideas or actions.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Dodge: Change direction quickly, often used to lose a defender or avoid being caught.

Opponent: Someone not on your team.

Co-ordination: Moving two or more body parts at the same time.

Key Vocabulary:

- run
- safely
- space
- catch
- rules
- team
- stop
- tag
- score



Activities that this unit progresses into:

Invasion
Net and wall
Target games
Striking and fielding



Knowledge Organiser: Gymnastics: Unit 1 EYFS

Topic: Animals and their habitats

Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rocking
- Rolling



Key Skills: S.E.T

- Social: Taking turns
- Social: Co-operation
- Social: Communication
- Emotional: Confidence
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Slide, hop, jump, side step, skip, gallop etc.

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- backwards
- sideways
- forwards

Activities that this unit progresses into:

**Gymnastics: Unit 2
Gymnastics**





Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rock and roll
- Barrel roll
- Straight roll
- Progressions of a forward roll
- Travelling



Key Skills: S.E.T

- Social: Leadership
- Social: Taking turns
 - Social: Helping others
 - Emotional: Determination
 - Thinking: Selecting and applying skills
 - Thinking: Creating sequences

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Slide, hop, jump, side step, skip, gallop etc.

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Where this unit sits Assessment Criteria

Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- around
- through
- roll

Activities that this unit progresses into:

Gymnastics

