



Knowledge Organiser: Fundamentals Year 3 and 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

- **distance**
- **control**
- **pace**
- **technique**
- **momentum**
- **rhythm**
- **accelerate**
- **co-ordination**
- **tension**
- **decelerate**
- **stability**
- **transfer**

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

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.

Accelerate: Speed up.

Decelerate: Slow down. Used when stopping or turning.

Tension: using body tension to help to balance when stopping or landing.

Links to the PE National Curriculum

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

Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

Key Skills: S.E.T

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



Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

• **matching** • **contrasting** • **sequence**

• **direction** • **interesting** • **flow**

• **explore** • **control** • **shape** • **create**

Teacher Glossary

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

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

Point balance: A balance on a small body part e.g. hands, elbows, feet.

Patch balance: A balance on a large body part e.g. back, stomach, bottom.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Links to the PE National Curriculum

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

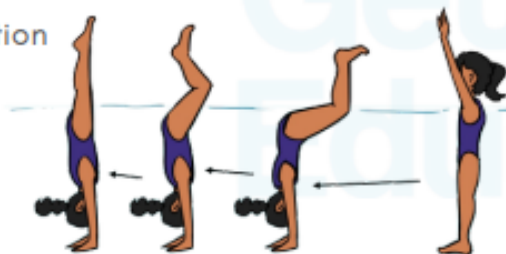
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Key Skills: Physical

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

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning tactics



Top Tips for Teachers

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

Key Vocabulary:

- | | | |
|---------------------|-------------------|-------------------------|
| • sculling | • crawl | • breaststroke |
| • submersion | • rotation | • backstroke |
| • buoyancy | • survival | • alternate |
| • huddle | • stroke | • treading water |

Teacher Glossary

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

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

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

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

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



Links to the PE National Curriculum

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

Key Skills: Physical

- Passing
- Catching
- Dodging
- Tagging
- Scoring

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusion
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games

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



Key Rules

- Tag: Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- Offside rule: When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- Try: To score, the ball must be placed down under control over the try line, this is called a try.
- Forward pass: Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Key Vocabulary:

- defence
- tag
- opponent
- oppositio
- n score
- receiver
- try
- possession
- onside
- outwit
- mark
- dodge
- offside

Teacher Glossary

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

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

Marking: When a player defends an opponent

Try line: The line behind which a player must place the ball in order to score a try

Try: The unit of scoring in tag rugby

Tag: When a player pulls the tag of the opposition who is in possession of the ball



Knowledge Organiser: Dance Y3

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

- unison • explore • create • feedback
- perform • timing • levels • flow
- dynamics • expression • actions

Teacher Glossary

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

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

Level: High, medium and low.

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

Unison: Two or more dancers performing the same movement at the same time.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Dynamics: How a movement is performed e.g. robotically, softly.