

Year 1 P.E.
Knowledge
Organisers.

Year 1 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Send and Return Unit 1	Send and Return Unit 2
Outdoor	Attack, Defend, Shoot unit 1	Attack, Defend, Shoot unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2	Run, Jump, Throw Unit 1	Run, Jump, Throw Unit 2

How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

Autumn Term 1 – Gymnastics (Unit 1: Indoor)

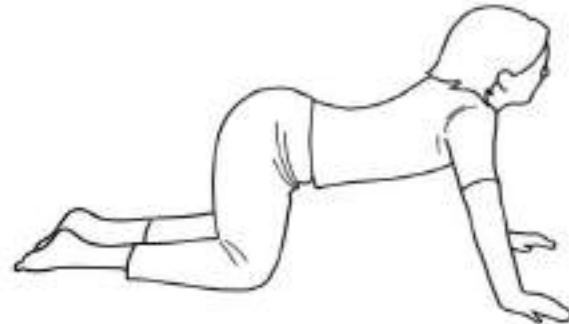
Knowledge Organiser: Year 1 Gymnastics Unit 1



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

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

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



Key Vocabulary/Skills

Refine shapes and jumps to improve coordination.

Carrying equipment safely.

Magic Chair.

Body Tension.

Linking movements.

Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.

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

Hand: Recognise like actions and link them together.

Heart: Move on, off and over object with confidence.

Key Questions:

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

Concept:

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



Autumn Term 1 – Attack, Defend, Shoot (Unit 1:Outdoor)

Knowledge Organiser: Year 1 Attack Defend Shoot Unit 1



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

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



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

Key Vocabulary/Skills

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

Head: Recognise rules and apply them.

Hand: Begin to engage in competitive activities.

Heart: Identify the things that they like about exercise.

Key Questions:

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

Rules:

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



Autumn Term 2 – Dance (Unit 1: Indoor)

Knowledge Organiser: Year 1 Dance Unit 1



Prior Learning:

Followed simple instructions. Moved using simple rhythms and actions. Copy and repeating.

Unit Focus:

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

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



Key Vocabulary/Skills

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

Key Questions:

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

Concepts:

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

Head: Recognise dances can have themes.

Hand: Perform basic body actions to music.

Heart: Work with a partner.



Autumn Term 2 – Attack, Defend, Shoot (Unit 2: Outdoor)

Knowledge Organiser: Year 1 Attack Defend Shoot Unit 2



Prior Learning:

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

Unit Focus:

To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

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

Key Questions:

1. Why do we need to have a good defensive position when defending a hoop?
2. Where should we move to defend if attackers move to the outside?
3. How did attackers score points in this game?

Key Vocabulary/Skills

Recognising changes to body during exercise.	Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.
Move to defend goals.	
Bounce ball to self.	
Communicating in a pair.	
Defensive positioning.	

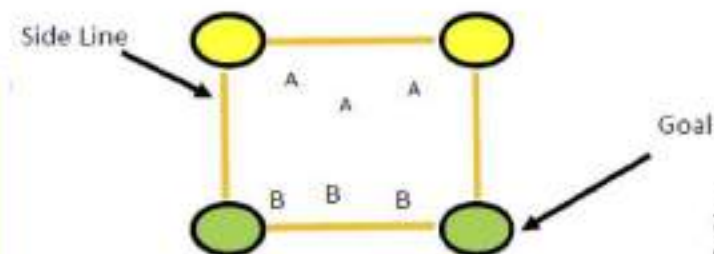
Head: Make decisions about defending.

Hand: Attempt to intercept and catch a thrown ball.

Heart: Work with others to score points.

Rules:

- Restart a game after a goal is scored from the start position.
- Use markings to play within restricted areas.



Spring Term 1 – Gymnastics (Unit 2: Indoor)

Knowledge Organiser: Year 1 Gymnastics Unit 2



Prior Learning: Used simple gymnastics actions and shapes
Applied basic strength to a range of gymnastics actions
Began to carry and move gymnastics apparatus.

Unit Focus: Perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll and link these. Perform longer movement phrases and link with confidence.

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



Key Vocabulary/Skills

Moving on, off or over.	Relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.
Rocking.	
Spin and turn.	
Unison.	
Canon.	

Head: Decide which supporting concepts and actions to add to their sequence.

Hand: Remember and perform a simple sequence.

Heart: Communicate with a partner to create short sequence.

Key Questions:

1. Why do we have a shape or balance for 3 seconds?
2. How many shapes can you identify in others performances?
3. How is canon different from unison?

Concept:

Gymnastic supporting concepts include

1. Speed/Timing
2. Shape
3. Direction
4. Level
5. Pathways
6. Body parts
7. Sequencing



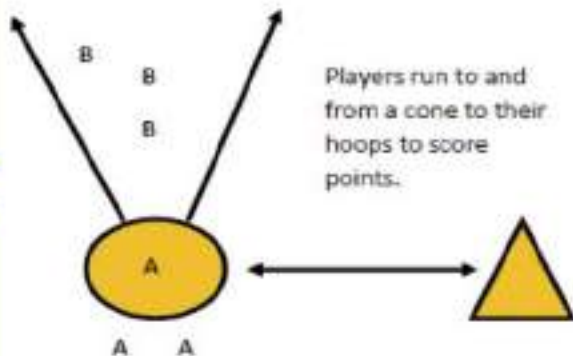
Spring Term 1 – Hit, Catch, Run (Unit 1: Outdoor)

Knowledge Organiser: Year 1 Hit Catch Run Unit 1

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

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

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



Key Vocabulary/Skills

Use a range of throwing and rolling skills.

Return the ball back to base/zone.

Work with other fielders to stop players scoring.

Self-feed ball to hit.

Running between bases to score points.

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

Head: Can choose where to send the ball to maximise chance to score.

Hand: Run between bases to score points.

Heart: Show awareness of teammates fielding positions to restrict runs in a simple game scenario.

Key Questions:

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

Rules:

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



Spring Term 2 – Dance (Unit 2: Indoor)

Knowledge Organiser: Year 1 Dance Unit 2



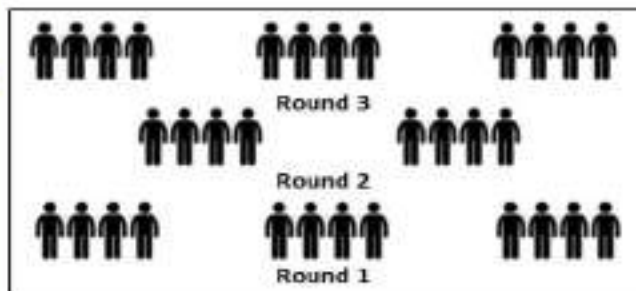
Prior Learning:

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

Unit Focus:

Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.

Equipment needed: Music player, music, cones, hoops, throw down spots, teacher cards, nursery rhyme print out, whiteboard and marker.



Key Vocabulary/Skills

Perform actions to nursery rhymes.	Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.
March in time.	
Move and turn as a group.	
Perform simple canon.	
Perform in simple rounds.	

Head: Confident to explore space.

Hand: Perform with an awareness of body shape required.

Heart: Engage with class to perform together.

Key Questions:

1. Can you describe what is meant by a 'round' when singing or performing?
2. How is a round similar to canon from previous lessons?
3. What is a formation in dance?

Concepts:

- Using formation to perform as a group.
- Using canon as a tool to create interesting group work.



Spring Term 2 – Hit, Catch, Run (Unit 2: Outdoor)

Knowledge Organiser: Year 1 Hit Catch Run Unit 2



Prior Learning: Able to hit objects with hand or bat. Tracked and retrieve a rolling ball. Throw and catch a variety of balls and objects.

Unit Focus: Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.

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

Key Questions:

1. Why should you try to hit to space?
2. How did you try to score maximum runs?
3. Why does catching the ball mean a player does not get any runs?

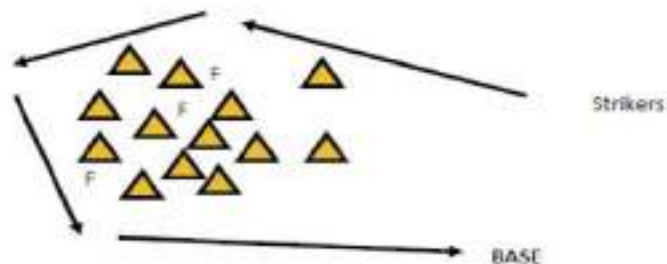
Key Vocabulary/Skills

Catching from short throws.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.
decide where to hit and hit with power.	
Apply different body positions to intercept the path of the ball.	
Fielding balls to bases.	
Attempt to catch a ball that has been hit in the air.	

Head: Can choose where to send the ball to maximise chance to score.

Hand: Able to self-feed ball to hit off hand and strike ball off cone.

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



Rules:

- Batter throws the ball into coned area and runs back and forth to marker to score points.
- Fielders must touch each cone with the ball to stop the runner.



Summer Term 1 – Send and Return (Unit 1: Indoor)

Knowledge Organiser: Year 1 Send and Return Unit 1



Prior Learning:

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

Unit Focus:

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

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

Rules:

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

Key Vocabulary/Skills

Sliding and receiving a ball/beanbag.

Explore different ways of sending a ball.

Moving towards and returning balls.

Work with a partner to receive and return.

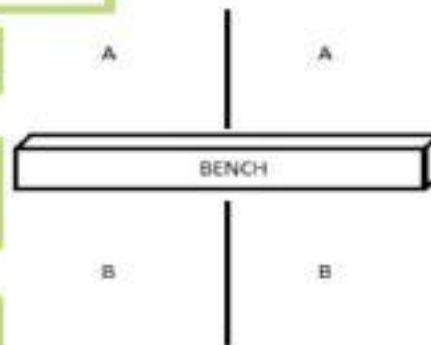
Scoring points against opposition .

Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Head: Identify space to send a ball into.

Hand: Move towards a moving ball to return with hand or bat.

Heart: Work with a partner to send and return.



- ⇒ Use cones to mark boundaries for children to play too.
- ⇒ Rotate pairs so children can play different children.
- ⇒ Try to play pairs that are playing well against other pairs playing well.
- ⇒ Use this lesson to reassess children's skills from Lesson 1 ALF Task
- ⇒ Time the games, a few minutes dependant on time available then rotate teams.

Key Questions:

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



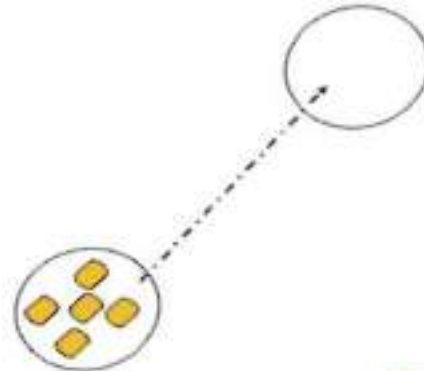
Summer Term 1 – Run, Jump, Throw (Unit 1: Outdoor)

Knowledge Organiser: Year 1 Run Jump Throw Unit 1

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

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

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



Key Vocabulary/Skills

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

Head: Suggest links between types of exercises.

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

Heart: Work partner to help improve performance.

Key Questions:

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

Rules:

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



Summer Term 2 – Send and Return (Unit 2: Indoor)

Knowledge Organiser: Year 1 Send and Return Unit 2



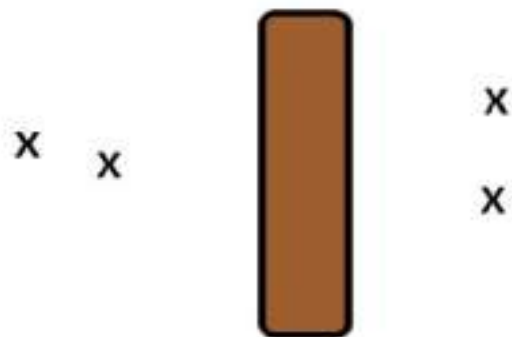
Prior Learning:

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

Unit Focus:

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

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



Key Vocabulary/Skills

Feeding the ball over the net.	Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire.
Use a variety of movements to track balls.	
Control body and limbs to move efficiently.	
Send objects, sitting, kneeling & standing.	
Work as part of a team to score points.	

Head: Can describe how they worked with their partner.

Hand: Score points against opposition over a line/net.

Heart: Play cooperatively in a game situation.

Key Questions:

1. Can you remember a simple tactic you have used today? (hitting/throwing into space)
2. What is the role of the umpire?
3. How did/do you score a point?

Rules:

Pairs start with 100 points; when they fail to return the ball in the given number of bounces, they lose a point. The team with the most points wins.



Summer Term 2 – Run, Jump, Throw (Unit 2: Outdoor)

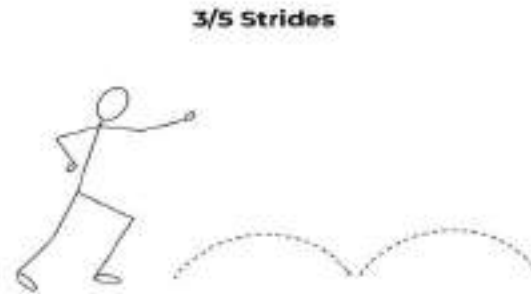
Knowledge Organiser: Year 1 Run Jump Throw Unit 2



Prior Learning: Begun to link running and jumping. Learnt and refined a range of running. Developed throwing techniques to throw over longer distances.

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

Unit Focus: Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.



Key Vocabulary/Skills

Agile Movements.	Run, hop, skip, step, sideways, throw, slow, medium, link, skipping, power, track, relay, tag, partner, sprint.
Negotiating Obstacles.	
Jumping.	
Bounding.	
Starting Positions.	

Head: Select correct skill for the situation.

Hand: Developed agility and coordination to take part in a range of activities.

Heart: Participate as part of a team.

Key Questions:

1. What does it mean to run a lap?
2. What is your preferred type of jump or bound?
3. What is stamina?

Rules:

- Waiting for your turn.
- Distance is measured from start line to back of heel.
- Keeping within your own lane.

