Year 1 P.E. Knowledge Organisers.



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.



<u>Autumn Term 1</u> – Gymnastics (Unit 1: Indoor)





Year 1 - Gymnastics Unit 1

Knowledge Organiser

Prior Learning

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

We are learning...

- to perform 'like' actions in a sequence. 5. to travel on our feet, showing good
- to carry and set up apparatus safely. to perform shapes on large and small body parts.
- 4. to take off and land and use shape in our jumps.
- body tension.
- 6. how we can create different levels in our performance.

Vocabulary

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

Equipment

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

Assessment Overview

Head – Use words such as rolling, travelling, shape, jump, and take-off.

Hand - Recognise like actions and link them together.

Heart - Value other's efforts when they perform; watch and listen.

Unit Focus

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

Key Questions

- What are 'like' actions?
- 2. Why is it important to have good body tension when rolling?
- 3. What is the difference between large and small body parts when performing a shape?

Concept

Any shape is either performed on a large or small body part. Most shapes can be adapted to be performed in a different way taking it from a small to a large body part, e.g. a stretch shape from standing (feet, small body part) to laying on the tummy (large body part).



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



THE PE HUB

Year 1 - Attack Defend Shoot Unit 1

Knowledge Organiser

Prior Learning

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

We are learning...

- 1. to hit a target.
- 2. to defend a target.
- 3. to roll and slide balls and beanbags.
- 4. to shoot in a game to get points.
- 5. to work with a partner to score points.
- to use our attacking and defending skills in a game.

Key Questions

Unit Focus

1. What can we do to make it easier for our teammates to pass the ball to us?

Practice basic movements, including running, jumping, etc. and begin to engage in

competitive activities. Experience opportunities to improve ABCs.

- 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?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, and skittles.

Vocabulary

Attack, catch, compete, defend, overarm, play against, receive, roll, rolling, send, throw, under-arm.

Rules

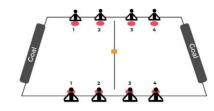
- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.

Assessment Overview

Head - Make decisions about how to defend a target.

Hand - Use change of direction and speed in open play.

Heart - Show motivation to improve.



Autumn Term 2 – Dance (Unit 1: Indoor)





Year 1 - Dance Unit 1

Knowledge Organiser

Prior Learning

Followed simple instructions. Moved using simple rhythms and actions. Copied and repeated simple actions.

We are learning...

- 1. to show moods and feelings we would experience in the jungle.
- 2. to move as if we were living in the
- 3. to create and perform movements which show friendship.
- 4. to perform leading and following movements.
- 5. to perform a short dance with a clear start, middle and end.
- 6. to use repeated actions in our dance.

Key Questions

Unit Focus

What was your favourite scene in The Jungle Book?

and speeds and perform with different body parts.

How can you show your favourite scene with your partner?

Respond to a range of stimuli and types of music. Explore space, direction, levels

3. What would you like to improve in your dance phrase?

Equipment

Music player, music, cones, hoops, throw down spots, balloons.

Vocabulary

Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle,

Concept

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

Assessment Overview

- Head Demonstrate understanding that dance has a start, middle and end.
- Hand Perform basic body actions to music.
- Heart Work with a partner to use repeating motifs.



<u>Autumn Term 2</u> – Attack, Defend, Shoot (Unit 2: Outdoor)





Year 1 - Attack Defend Shoot Unit 2

Knowledge Organiser

Prior Learning

Practiced basic movements, including running, jumping etc. Engaged in competitive activities. Experienced opportunities to improve ABCs.

We are learning...

- 1. to find our pulse on our wrists.
- to move side to side to defend a goal.
- to bounce a ball with control to ourselves.
- 4. to aim at different targets.
- 5. to adapt to a game with changing rules.
- to play in the best defensive position in a game.

Key Questions

Unit Focus

1. Why do we need to have a good defensive position when defending a hoop?

To recognise rules and apply them. Use and apply simple strategies for invasion

games. Preparing for and explaining the reasons why we enjoy exercise.

- 2. Where should we move to defend if attackers move to the outside?
- 3. How did attackers score points in this game?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, and goals.

Vocabulary

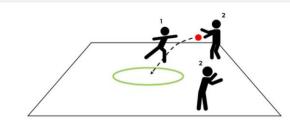
Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.

Rules

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

Assessment Overview

- **Head** Discuss changes in the body brought about by exercise.
- Hand Judge when and where to move to get in a defensive position.
- **Heart** Cooperate to perform a range of challenges using skills such as signalling.



Spring Term 1 – Gymnastics (Unit 2: Indoor)





Year 1 - Gym Unit 2

Knowledge Organiser

Prior Learning

Used simple gymnastics actions and shapes. Applied basic strength to gymnastic actions. Begun to carry apparatus. Recognised like actions and link them.

We are learning...

- 1. to move on, off and over apparatus and 4. to perform actions at the same use the 'Magic Chair' landing.
- 2. to rock on different parts of our body 5. to perform actions one person and rock using shape.
- 3. to perform specific point balances such 6. to turn and jump and quarter and as 'h' and 'y' balances.
- time as others (unison)
- after the other (canon).
- half turn.

Unit Focus

To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques.

Key Questions

- 1. Why is a magic chair landing necessary as we jump from higher levels?
- Why do we call them h and y balances?
- 3. Can you think of any other activities when people perform in unison?

Equipment

Mats, hoops, cones, bean bags, low apparatus, floor spots.

Vocabulary

Balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon

Skill

Magic chair landing

- Land on two feet and bend your knees to absorb impact (as if sitting on an imaginary chair).
- Keep your head up, looking forward, not at the floor.
- Arms forward about shoulder height.
- Straighten your legs and finish in a good position with arms extended above the head.

Assessment Overview

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

Hand – Show spinning and rocking in isolation and short sequences.

Heart - Move on, off and over an object with confidence.



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



Year 1 - Hit Catch Run Unit 1

Knowledge Organiser

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.

We are learning...

- 1. to select a space to throw or roll a ball
- 2. to track and collect a rolling ball.
- to catch a ball to stop an opponent from scoring.
- to use our hands to hit a ball.
- 5. to run between bases to score
- 6. to work as a team to score points.

Key Questions

Unit Focus

catch a variety of balls and objects.

1. Now there are fielders in the striking zone, where should you aim to hit?

Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and

- How can you improve your scores working in teams?
- 3. How are you working together to stop strikers from scoring points?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, batting tee, button cones, quoits.

Vocabulary

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

Rules

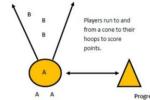
- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.

Assessment Overview

Head – Able to identify when a point has been scored and keep count of the score.

Hand - Run between bases to score points.

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



B = Fielders

posite side to where the strikers will run between so they do not collide.

Also ensure strikers waiting for their turn wait behind the playing area

extend distance to score points.

Spring Term 2 – Dance (Unit 2: Indoor)





Year 1 - Dance Unit 2

Knowledge Organiser

Prior Learning

Responded to a range of stimuli. Explored space, direction, levels and speeds and performed with different body parts.

Unit Focus

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

We are learning...

- to perform actions to well-known nursery rhymes.
- 2. to march in time to the beat and turn 5. to perform a short dance using while marching.
- 3. to march in time as a group.
- 4. to perform actions in canon (one after the other).
- 6. to perform in rounds in different

Key Questions

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

Equipment

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

Vocabulary

Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.

Concept

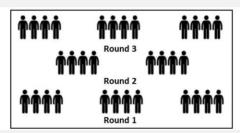
- Using formation to perform as a group.
- Using canon as a tool to create interesting group work.

Assessment Overview

Head - Recognise that dances have themes and stories.

Hand – Perform with an awareness of body shape required.

Heart - Engage with the class to perform together.



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



THE PE HUB

Year 1 - Hit Catch Run Unit 2

Knowledge Organiser

Prior Learning

Able to hit objects with a hand or bat. Tracked and retrieved a rolling ball. Thrown and caught a variety of balls and objects.

We are learning...

- 1. to catch a ball over a short distance.
- to begin to hit a ball with power.
- 3. to position ourselves in the path of the ball.
- 4. to field a ball to a base.

- 5. to catch a high ball.
- to stop other teams from scoring points.

Key Questions

Unit Focus

- 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?

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

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

Vocabulary

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

Rules

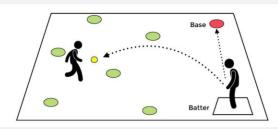
- Batter throws the ball into the coned area and runs back and forth to the marker to score points.
- Fielders must touch each cone with the ball to stop the runner.

Assessment Overview

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

Hand – Retrieve and return a ball to base.

 $\mbox{\bf Heart}$ – Decide as a team the best positioning to intercept balls.



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



Year 1 - Send and Return Unit 1

Knowledge Organiser

Prior Learning

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

We are learning...

- to slide a beanbag to a target.
- 2. to hit a ball in different ways with our hands.
- to move towards a ball to return it.
- to work with a partner to stop and return a beanbag.
- 5. what a rally is and rallying with a
- 6. to send a ball into space to make it harder for our opponent.

Key Questions

Unit Focus

- How do you get accuracy in your hits/throws?
- Where do you need to be to return a ball? (behind the ball)

moving ball to return. Sending and returning a variety of balls.

What do you need to do to get behind the ball?

Equipment

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

Vocabulary

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

Rules

- Stop the ball from bouncing twice on your side of the net.
- You win a point if the ball bounces twice on your opposition's side of the court.

Able to send an object with increased confidence using hand or bat. Move towards a

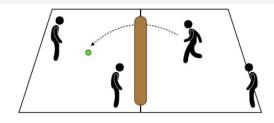
The ball must land within the boundary of the court.

Assessment Overview

Head - Can describe how they worked with their partner to send and receive.

Hand - Chase, stop and control balls and other objects.

Heart - Work with a partner to send and return.



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





Year 1 - Run Jump Throw Unit 1

Knowledge Organiser

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.

We are learning...

- to start and stop moving at speed.
- to use our arms when running at different speeds.
- 3. to take off on two feet to jump at distance.
- to use the correct technique to throw different objects for distance.
- to show improvement in our throwing.
- to take part in a competition using running, jumping and throwing skills.

Key Questions

Unit Focus

1. How do you know when you have completed a good run, throw or jump?

Begin to link running and jumping. Learn and refine a range of running. Develop

- 2. How could you have improved your run, throw or jump?
- 3. How did you help your partner improve?

throwing techniques to throw over longer distances.

Equipment

A variety of balls, hoops, beanbags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, and skipping ropes.

Vocabulary

Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.

Rules

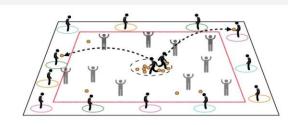
- Move equipment one at a time.
- Start behind a line for jumps.
- All throw and collect the equipment at the same time.

Assessment Overview

Head – Recognise and implement concepts such as waiting your turn.

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

Heart – Put in the effort and stay motivated when challenged.



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



Year 1 - Send and Return Unit 2

Knowledge Organiser

Prior Learning

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

We are learning...

- 1. to send the ball over a net to our
- 2. to track and stop a moving object using both hands.
- 3. why different muscles are important when playing games.

Equipment

- 4. to send balls accurately from different positions, e.g. kneeling or
- 5. to spot space in the playing area and hit the ball there.
- 6. to play a game with a partner.

Vocabulary

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

Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire.

Rules

Unit Focus

Key Questions

2. What is the role of the umpire?

3. How did/do you score a point?

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

1. Can you remember a simple tactic you have used today? (hitting/throwing into

Develop sending skills with a variety of balls. Track, intercept and stop a variety of

objects. Select and apply skills to beat the opposition.

Assessment Overview

Head - Identify space to send a ball into.

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

Heart - Play cooperatively in a game situation.





Goal line

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



THE PE HUB

Year 1 - Run Jump Throw Unit 2

Knowledge Organiser

Prior Learning

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

We are learning...

- to use agile movements in different activities
- different ways to recognise the start and end of an activity e.g. whistle.
- 3. to develop stamina when running.
- to develop core strength to improve throwing.
- 5. to stride and jump for height.
- to choose the best starting position for running quickly.

Key Questions

Unit Focus

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

Work to improve strength, balance, agility and coordination.

3. What is stamina?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, and skipping ropes.

Vocabulary

Run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint.

Rules

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

Assessment Overview

Head – Select the correct skill for the situation.

Hand - Perform skills and tasks in set times.

Heart - Work with a partner to help improve their performance.

3/5 Strides

Increase stamina and core strength. Work collaboratively on more complex tasks.

