

Reception P.E.
Knowledge
Organisers.

Reception P.E timetable for the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Body Management Unit 1	Body Management Unit 1	Manipulation and Communication	Speed, Agility, Travel Unit 1	Speed, Agility, Travel Unit 2	Cooperate and Problem solve Unit 1

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: Body Management (Unit 1)

Knowledge Organiser: Reception Body Management Unit 1



Prior Learning: Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles.

Unit Focus: Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.

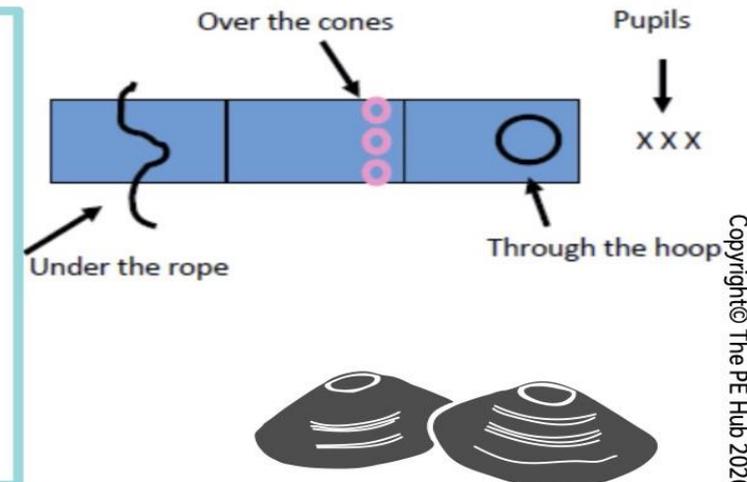
Concepts: Bridges - We can make bridges with our bodies in a variety of ways, 4-point bridges with our feet and hands, tummy facing up or down, 3-point bridges with 2 hands and one foot etc.

Key Vocabulary/Skills

Follow balance obstacle challenge.	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.
Work with others to move through hoops.	
Reach and stretch to retrieve and place objects.	
Steps, strides, hops, bounces, bridges & tunnels	
Use a variety of ways of travel over apparatus.	

Key Questions:

1. Describe a difference between a small and a tall shape.
2. Were there any ways in which it was harder to climb over/ on to e.g. feet first?
3. Which body parts did you balance on to make your bridges?



Autumn Term 2: Body Management (Unit 2)

Knowledge Organiser: Reception Body Management Unit 2



Prior Learning: Explored balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command.

Unit Focus: Explore a variety of rolling, sliding etc. Jump using a variety of take offs/landings, use hands and feet in different combinations. Participate in a variety of small group co-operative activities.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Key Questions:

1. What did your leg feel like when you pull your toes towards you, could you feel it stretch?
2. Can you name two types of jumps you learned today?
3. Why should we not have floppy arms and legs when jumping?

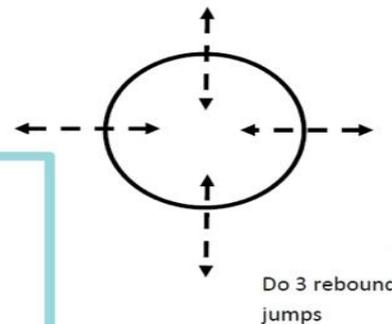
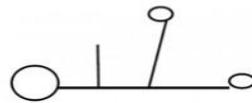
Key Vocabulary/Skills

Twist, turn, egg roll.	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.
Control and coordinate limbs.	
Running & jumping to music.	
ABC assault course.	
Perform basic actions with others.	

Activity Example: Dead bugs – Pupils lie on their back. Dead bugs develops core strength and flexibility. Ask children to:

- Raise right arm/left arm
- Raise right leg/left leg

NB: They may only place a limb back on the floor when the teacher gives the command, e.g., 'left leg down'. This way you can take the 'dead bugs' through harder or easier progressions.



Rules:

ABC's – Agility, balance and coordination. These are the foundations for all movement and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activity.

Spring Term 1: Manipulation and Coordination (Unit 1)

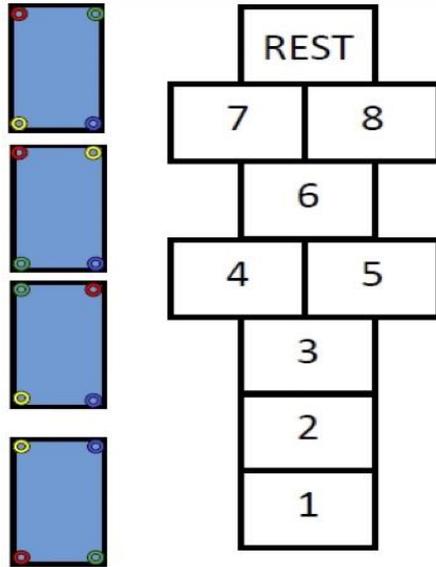
Knowledge Organiser: Reception Manipulation and Coordination Unit 1



Prior Learning: Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Unit Focus: Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.



Key Vocabulary/Skills

Co-ordinate limbs to carry out defined movements and actions.

Reproduce movements with a ball bilaterally.

Make contact with a ball using feet and legs.

Practice hop, step and jump sequences.

Send and stop objects using hands and feet.

Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.

Activity Example: Whack a mole

Pupils sit on their knees in the centre of the mat and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, call 2 or 3 colours before swapping with player 2. Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.

Key Questions:

1. Which objects could you send with most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?

Concepts: Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.



Knowledge Organiser: Reception Speed, Agility, Travel Unit 1



Prior Learning: Explored a variety of rolling, sliding etc. Jumped using a variety of take offs/landings, use hands and feet in different combinations. Participated in a variety of small group co-operative activities.

Unit Focus: Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Key Questions:

1. How can we show the same movements fast and slow?
2. What different ways have you started and stopped in today's lesson?
3. How did you try to prevent the player in the middle from getting the ball?

Activity Example: Split the hall into quarters and split children into each. Children should move in a clockwise direction passing through the four quarters. Each quarter will require a different stopping action. When the teacher calls stop the pupils stop in the designated manner for the quarter, they are in.

Extension: Move in different ways, run, sidestep, hop etc.

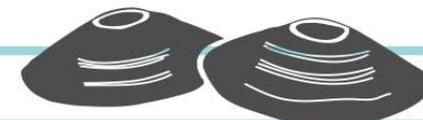
Key Vocabulary/Skills

Demonstrate agility in a variety of games.	Pause, prepare, freeze, high, low, switch, agility, music, beat.
Recognise and follow instructions.	
Experimenting different starting and stopping positions.	
Perform fast and slow movements.	
Show control to stop and perform actions.	

Stop sitting down	Freeze in a shape
Stop jumping on the spot	Stop crouching down
Start on the floor	Start in race position
Jumping on the spot start	Children choose

Concepts:

In chasing games, children should be aware of the other children around them. When being chased, they should not run with their head turned watching their chaser. They should still check where they are running. If they are getting closer to another child, they should slow down.



Summer Term 1: Speed, Agility, Travel (Unit 2)

Knowledge Organiser: Reception Speed, Agility, Travel Unit 2



Prior Learning: Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

Unit Focus: Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Key Questions:

1. Why is it important to know when it's 'our go' when playing Rob the Nest?
2. Why do we swing our arms when we jump?
3. Which of these games do you think you could play with your friends?

Key Vocabulary/Skills

Play games, taking turns.

Move by inching, crawling and jumping.

Jumping for speed and distance.

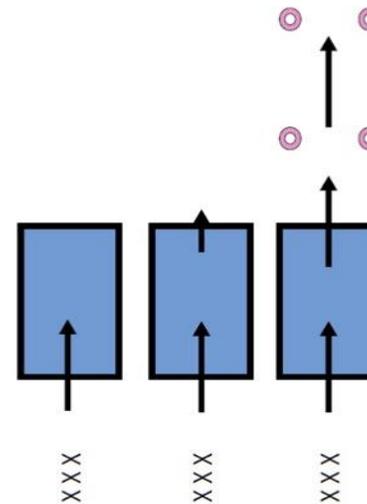
Recognise cues in lyrics to change actions.

Use strength to maintain a body shape.

Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.

Activity Example: Jumping for distance, speed and number of jumps. Group pupils in to 2s or 3s with a mat. Starting on the floor, pupils must jump onto the mat using the first 3 jumps from the starter activity. Pupils should experiment to see which of the 3 allows them to jump the furthest; always starting on the floor and jumping on to the mat. Repeat the activity to see how many jumps they need to do to make it onto and off of the mat at the other side

Extension: Increase the jumping distance by adding cones.



Concepts: Teaching young children **cooperation** skills means they can think about and balance their own needs and wants with another person's needs and wants. This helps them take part effectively in team games and problem-solving tasks.



Summer Term 2: Cooperate and Solve Problems (Unit 1)

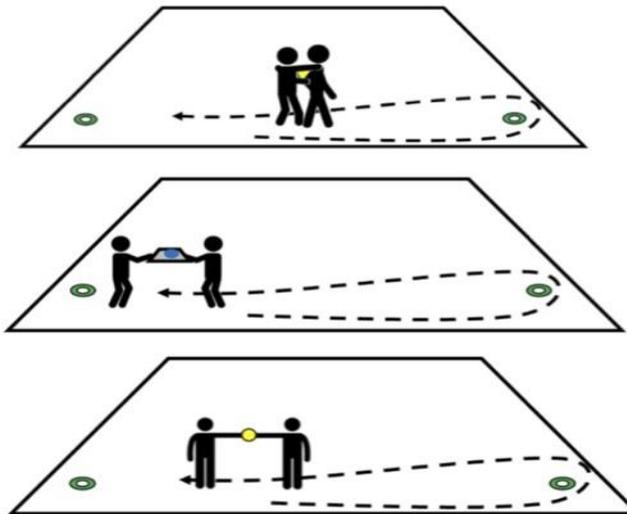
Knowledge Organiser: Reception Cooperate and Solve Problems Unit 1



Prior Learning: Coordinated similar type objects in a variety of ways. Differentiated ways to manoeuvre objects. Skipped in isolation and with rope.

Equipment needed: Beanbags, mats, cones, quoits, hoops, balls, bibs, cones, benches, newspaper, a deck of cards, mats.

Unit Focus: Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.



Key Vocabulary/Skills

Work as an individual and part of a group to match.

Keep heart rate high .

Work as a pair to demonstrate larger numbers.

Travelling and travel trails.

Work cooperatively to construct shapes.

Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.

Activity Example: Game 2: Know your own suit—without conferring and in silence, children must look at their playing card and walk and sit down by the wall which corresponds with their suit. Once they have made their choice, they can look at others in the group and ensure they have made the correct choice. If they are at the wrong wall give them a chance to move. Repeat until every pupil goes to the correct wall the first time.

Key Questions:

1. Can you name the four suits of playing cards?
2. Why do we need to listen when working with others?
3. Did you have any disagreements when creating shapes? How did you work them out?

Concepts:

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life."

- The International Physical Literacy Association, May 2014

