

PE Knowledge Organiser
Body Management – Unit 1
Autumn 1 - EYFS

Prior Learning

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

We are learning...

1. to balance beanbags.
2. to move through hoops in different ways.
3. to reach and stretch to get equipment.
4. to make bridges and tunnels with our bodies.
5. to travel over and under apparatus.
6. to make shapes with our bodies.

Equipment

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

Vocabulary

Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.

Activity Example

Bring the mats together so they are in strips, and group pupils together in small groups of 3/4. Set up a simple obstacle challenge along the mat. Set the challenge for the pupils to move through the obstacle challenge without dropping their beanbags. **Extension:** 1) Change the body parts they balance the beanbag on, e.g. head, back of the hand, to make it harder/easier. 2) Change the way they move through the course, e.g. walk, crawl, crab walk, etc.

Unit Focus

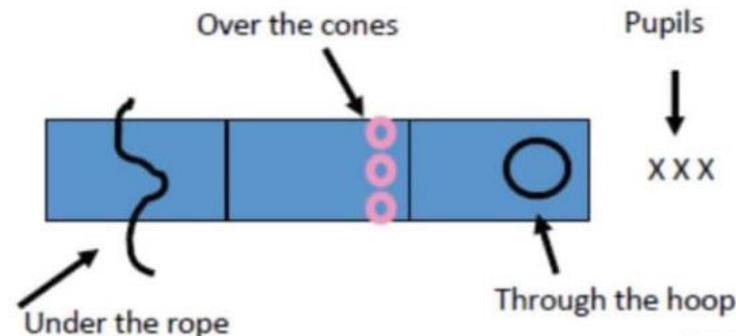
Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.

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?

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.





Prior Learning: Heard and responded to music. Carried out simple movements such as walking, running and jumping. Follow and repeat basic instructions.

Unit Focus: Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.

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

Activity example: Divide the class into the four areas of the classroom. Children are to have some individual reflection time to think about the season they are in and begin to develop 3 movements they think portray the season.

Key Vocabulary/Skills

Link colours to feelings	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.
Explore animal movements & levels	
Replicating actions in larger groups	
Seasons sequence work	
Exploring leader and follower work	

Key Questions:

1. What is your favourite way to travel?
2. What does unison mean?
3. How can we perform animal actions at different levels? E.g. snake low, bird high

Concepts:

- Introduce the idea of stimulus such as picture, book or object to direct activity.
- Performing actions with others can happen at the same time (unison) or at different times.



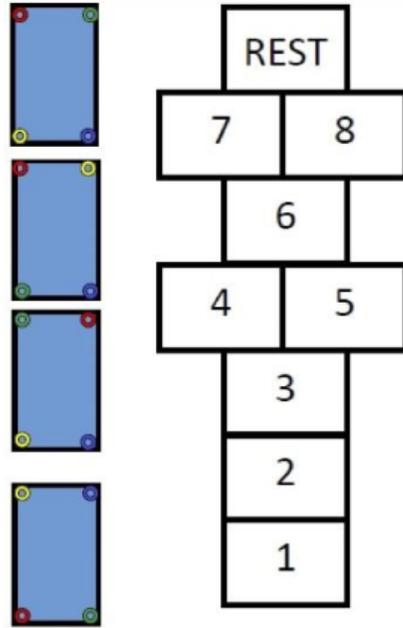
PE Knowledge Organiser
Manipulation & Coordination – Unit 1
Spring 1 - EYFS



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.





Prior Learning: Follow simple instructions. Has basic movements such as walking, running rolling crawling. Replicate basic demonstrations.

Unit Focus: Develop confidence in fundamental movements. Experience jumping, sliding rolling moving over and under apparatus. Develop coordination and gross motor skills.

Equipment needed: Mats, hoops, music, cones, wall bars, beanbags, low apparatus, balls, ropes, throw down spots, balloons.

Activity example: Each station should have 2 or 3 task cards (attached in lesson plan) as stimuli for the pupils. These task cards should be ways of travelling that the children can experiment with, as well as thinking of their own.

Key Vocabulary/Skills

Adapt instruction to physical actions.

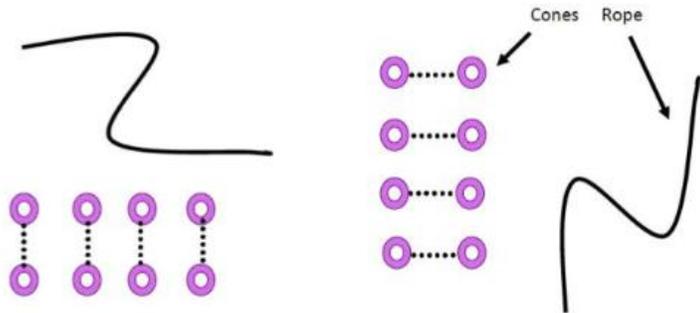
Take off positions.

Landing positions.

Moving over and under apparatus.

Shapes and balances.

Balance, control, fast, high, jump, link, low, stretch, pattern.

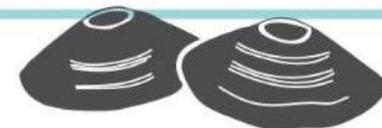


Key Questions:

1. How can you help yourself to balance?
2. Describe some ways you can travel.
3. How can you tell if someone is balancing?
4. What does a good, safe landing look like?

Concepts:

Travel in gymnastics is moving from one area to another in ways such as jumping, rolling, crawling, leaping, turning etc.



PE Knowledge Organiser
Manipulation & Coordination– Unit 2
Summer 1- Reception



Prior Learning: Sent and received a variety of objects with different body parts. Worked with others to control objects in space. Coordinated body parts in a variety of activities and in different ways.

Unit Focus: Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, skipping ropes, short-handed racquet and own made baton.

Key Questions:

1. Can you think of a sport in which you could use your baton skills?
2. Do you think you got better at rolling a hoop either for yourself to chase or to a partner?
3. What does 'opposition' mean when playing a game?

Key Vocabulary/Skills

Play parachute games.

Moving small objects using dominant and non-dominant hand.

Push, hit, dribble.

Using baton steer objects to targets.

Roll, spin, rotate, throw and catch hoops.

Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition.

Concepts:

Object manipulation is a form of dexterity in which one or more people physically interact with one or more objects. Manipulation skills are linked to PE skills such as throwing, catching and hitting.

Activity Example:

1. In pairs hit a balloon back and forth to each other using your baton.
2. Set out a target (like bowling pins), one at a time children should try to hit a ball at the target. Vary the distance the child is away from the target based on ability.
3. Set out a rectangle on the floor using cones, two children play opposite each other by lying on the floor and trying to push the ball towards their partner opposite. Encourage to use a push as if in snooker.



PE Knowledge Organiser
Speed Agility Travel - Unit 1
Summer 1- Reception



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.

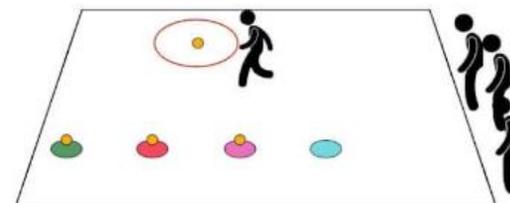
Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

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?

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.	



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.

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.

