

**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.

**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.

**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.

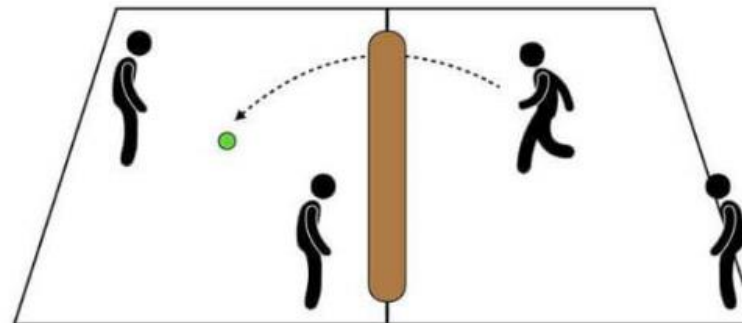
Explore different ways of sending a ball.

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.



**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?





**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.

X X



X

X

**Key Vocabulary/Skills**

Feeding the ball over the net.

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.

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

**Head:** Identify space to send a ball into.

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

**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.



# 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...

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

### 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.

### Equipment

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

### Vocabulary

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

### 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

1. 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).





PE Knowledge Organiser

## Attack, Defend and Shoot - Unit 1

Spring 1- Year 1

### 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.
6. to use our attacking and defending skills in a game.

### 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.

### Equipment

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

### Vocabulary

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

### Unit Focus

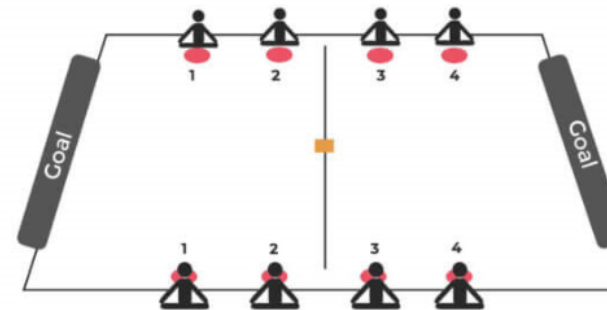
Practice basic movements, including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

### 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.



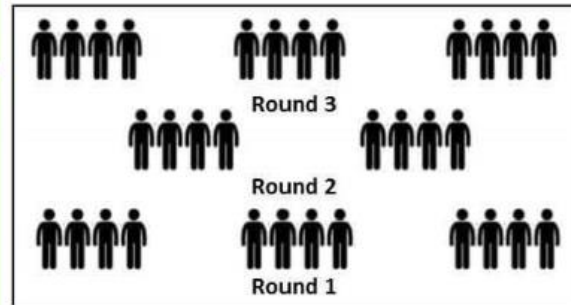
**Prior Learning:**

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.

March in time.

Move and turn as a group.

Perform simple canon.

Perform in simple rounds.

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

**Head:** Recognise that dances can have themes and stories.

**Hand:** Perform with an awareness of body shape required.

**Heart:** Engage with the 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.



PE Knowledge Organiser  
**Run, Throw and Jump – Unit 1**  
Spring 2 - Year 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.

### We are learning...

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

### 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.

### 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.

### Unit Focus

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

### 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 the equipment at the same time.



PE Knowledge Organiser  
**Run, Throw and Jump – Unit 1**  
Spring 2 - Year 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.

### We are learning...

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### Vocabulary

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### Unit Focus

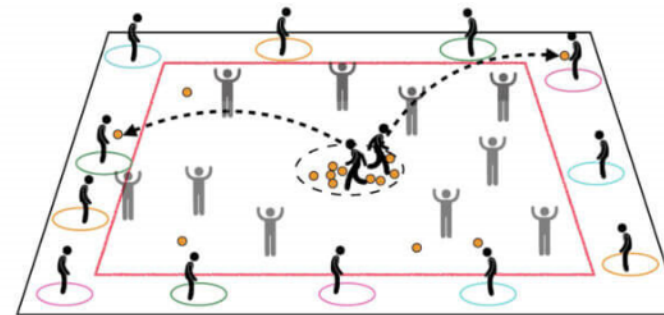
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3. How did you help your partner improve?

### Rules

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PE Knowledge Organiser  
**Outdoor Adventurous Activities** – Unit 1  
Summer 1- Year 1

**Prior Learning:** Copy and repeat various patterns and actions. Continued to work in teams. Solve more complex tasks

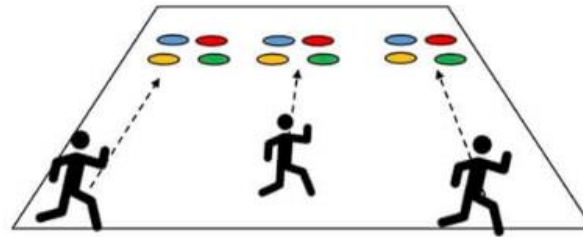
**Unit Focus:** Use thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence

**Head:** Identify and select equipment based on symbol.

**Hand:** Handle, order and organise equipment.

**Heart:** Complete simple instructions as a group.

**Equipment needed:** Hoops, speed stacks (6 sets), beanbag, tennis balls, cone, netballs, quoits, flat spots.



**Key Vocabulary/Skills**

Follow set instructions/rules

Match symbols

Fitness pyramid

Select equipment using symbols

Handle speed stacks

Sequence, problems, instructions, perform, symbol, pyramid, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.

**Key Questions:**

1. What shapes/numbers did you find around the playground?
2. What are some important steps to do whilst following a trail?

**Concepts:**

Recognise that symbols can be used to represent something else. Use supporting documents such as maps and keys to help you remember what each symbol means.





PE Knowledge Organiser  
**Hit, Catch and Run - Unit 1**  
Summer 2 - Year 1

## 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.

### We are learning...

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

### 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.

### Equipment

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

### Vocabulary

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

## Knowledge Organiser

### Unit Focus

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

### 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.

