

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).



Year 1 - Gymnastics Unit 2

Knowledge Organiser

Prior Learning

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

We are learning...

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

Assessment Overview

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

Hand – Show spinning and rocking in isolation and short sequences

Heart – Move on off and over and object with confidence

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

Unit Focus

To show a range of recognised point balances. To introduce turn, twist, rock, 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?
2. Why do we call them h and y balances?
3. Can you think of any other activities when people perform in unison?



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 straight position with arms extended above the head.

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

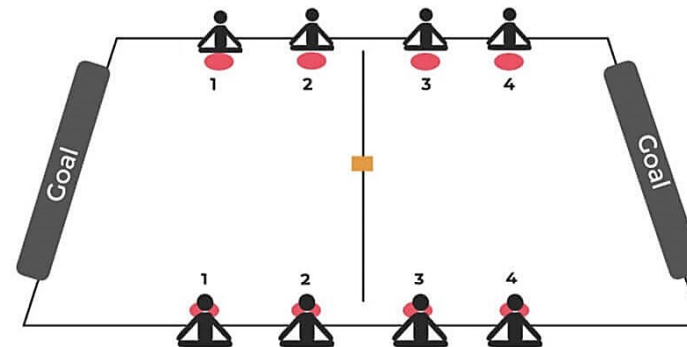
Practice basic movements, including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

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

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

We are learning...

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

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.

Equipment

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

Vocabulary

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

Unit Focus

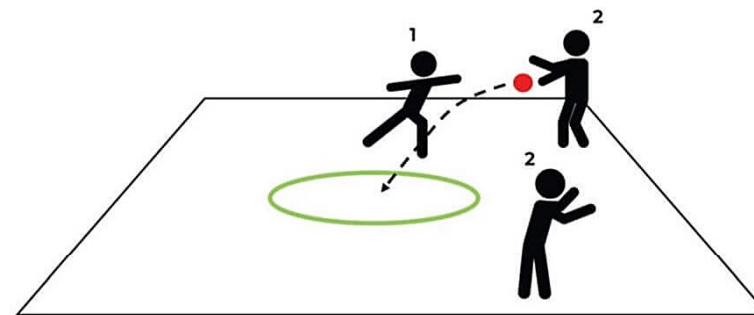
To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

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?

Rules

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



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.	

Head: Demonstrate understanding that a dance has a start, middle and end.

Hand: Perform basic body actions to music.

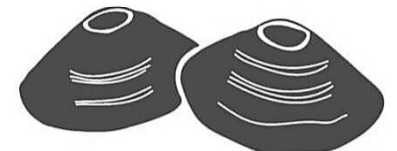
Heart: Work with a partner to use repeating motifs.

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.



Knowledge Organiser: Year 1 Dance Unit 2



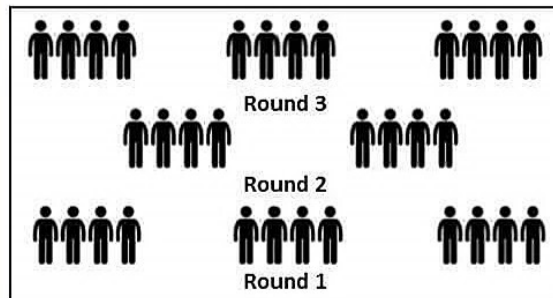
Prior Learning:

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.

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.

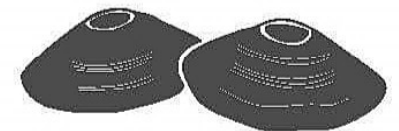
Heart: Engage with the class to perform together.

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.



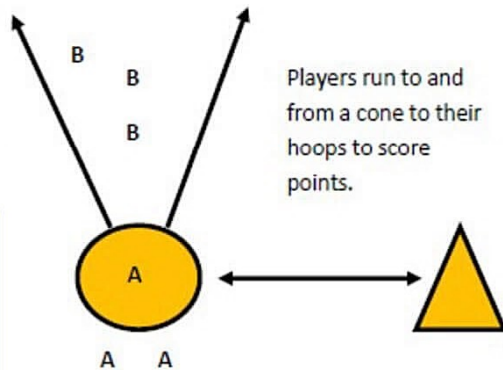
Knowledge Organiser: Year 1 Hit Catch Run Unit 1



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.

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

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.



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: 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.

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.



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?

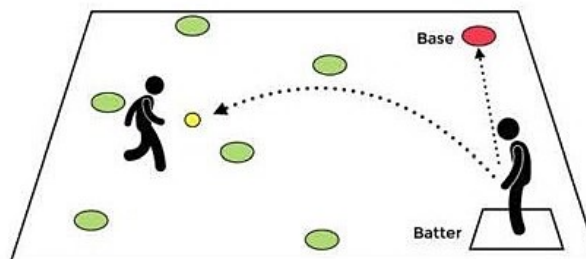
Key Vocabulary/Skills

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: Retrieve and return a ball to base.

Heart: Decide as a team best positioning to intercept balls.



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.



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.

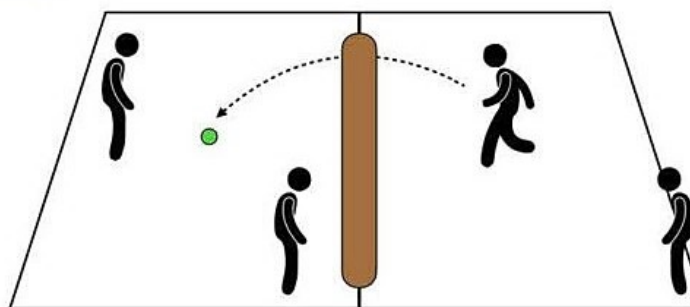
Scoring points against opposition .

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

Head: 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.



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?



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.

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

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.

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.

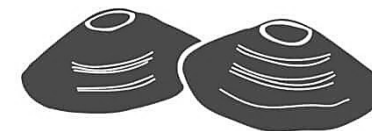
Heart: Play cooperatively in a game situation.

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 – 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...

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

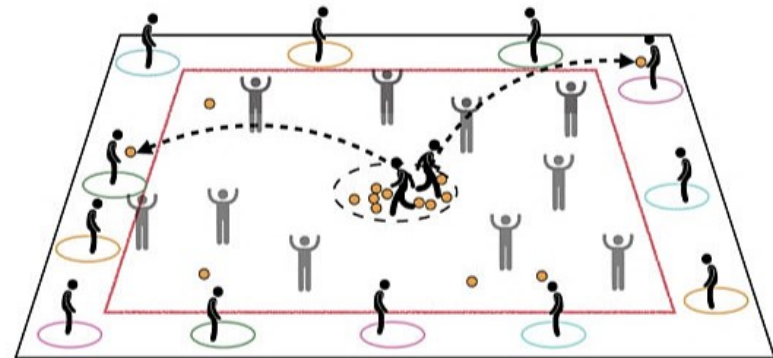
Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.

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.



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...

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

Assessment Overview

Head - Select the correct skill for the situation.

Hand – Perform skills and tasks in set times.

Heart – Work partners to help improve their performance.

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.

Unit Focus

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

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 the start line to the back of the heel.
- Keeping within your own lane.

3/5 Strides

