

Year: 1 **Subject:** P.E. **Focus:** Attack & Defend **Term:** Autumn Unit 1



Prior learning

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

By the end of the unit I should know

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

Equipment

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



Vocabulary

Send to targets.	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.
Catch and intercept.	
Rolling to target.	
Attacking and defending (& in pairs).	
Compete in a simple tournament.	

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.

Head: Recognise rules and apply them.

Hand: Begin to engage in competitive activities.

Heart: Identify the things that they like about exercise.



Question 1 What can you do to make it easier for your team mates to pass a ball to you?

Start of
Unit

End of
Unit

Call them

Get into a good space

Run around very fast

Don't know

Question 2 What skills can we use to attack and defend?

Start of the unit:

End of the unit

What I would like to find out?

Answers to my questions...

What should I already know?

Practice basic movements including running, jumping etc. engage in competitive activities. Experience opportunities to improve ABC's.

By the end of the unit I should know

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

Equipment

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

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?

Vocabulary

Recognising changes to body during exercise.	Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.
Move to defend goals.	
Bounce ball to self.	
Communicating in a pair.	
Defensive positioning.	

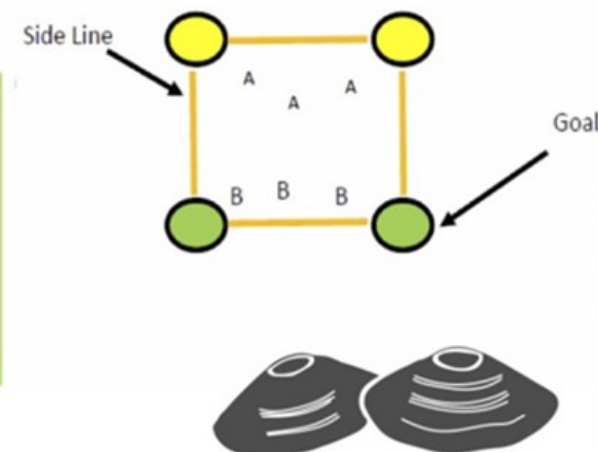
Head: Make decisions about defending.

Hand: Attempt to intercept and catch a thrown ball.

Heart: Work with others to score points.

Rules

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



<u>Question 1 What is a good defensive position?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Sitting down.		
Standing on your toes ready to move.		
Looking away from an attacker..		
Don't know		

<u>Question 2 What do you need to remember when bouncing a ball?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
To always look at the ball and get your hands ready.		
To bounce it really hard and fast.		
To bounce it and then run away.		
Don't know		

<u>Question 3 How can you communicate to your team mates?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Use your voice and hand gestures.		
Stand right next to them.		
I don't have to do anything because they should see where I am..		
Don't know		

What I would like to find out?

Answers to my questions...

Year: 1

Subject: P.E.

Focus: Dance

Term: Autumn Unit 1



What should I already know?

Followed simple instructions.
Moved using simple rhythms
and actions. Copy and
repeating.

By the end of the unit I should know

Respond to a range of stimuli.
Explore space, direction, levels
and speeds and performing with
different body parts.

Equipment

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



Vocabulary

Exploring story telling through dance.

Use a theme to create a dance.

Develop actions that express friendship.

Dance with start, middle and end.

Perform with feeling.

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

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?

Concept

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

Head: Recognise dances can have themes.

Hand: Perform basic body actions to music.

Heart: Work with a partner.



Question 1 What body parts can we use to perform with?

Start of the unit:

End of the unit:

Question 2 What actions do you think show friendship?

Start of the unit:

End of the unit:

Question 3 How can you improve a dance phrase?

Start of the unit:

End of the unit:

What I would like to find out?

Answers to my questions...

Amblecote Primary School—Knowledge Organisers

Year: 1

Subject: P.E.

Focus: Dance

Term: Autumn Unit 2



What should I already know?

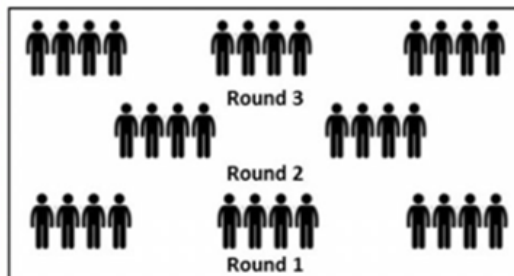
Respond to a range of stimuli.
Explore space, direction, levels and speeds and performing with different body parts.

By the end of the unit I should know

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

Equipment

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



Vocabulary

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.

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?

Concept

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



Head: Confident to explore space.

Hand: Perform with an awareness of body shape required.

Heart: Engage with class to perform together.

<u>Question 1 What is formation in dance?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Sitting down.		
Standing on your toes ready to move.		
Looking away from an attacker..		
Don't know		

<u>Question 2 What is meant by the word 'round; when singing or performing?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
A song that can be performed in different groups. When one group has finished they start again.		
A song that is not repeated.		
A song that is sung on different voices.		
Don't know		

<u>Question 3 How is a round similar to a cannon?</u>	<u>Start of Unit</u>	<u>End of Unit</u>
A cannon is an action that can be performed and then someone else can perform it like a round.		
Stand right next to a partner and dance round in circles.		
They both mean you have to perform round shapes.		
Don't know		

What I would like to find out?

Answers to my questions...