

Knowledge Organiser: Team Building Y1

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
 - Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

Key Skills: Physical

- Balancing
- Travelling actions



Key Skills: S.E.T

- Social: Communication
- Social: Sharing ideas
- Social: Inclusion
- Social: Encouraging and supporting others
- Emotional: Confidence
- Emotional: Trust
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Providing instructions
- Thinking: Planning
- Thinking: Problem solving

Key Vocabulary:

- solve
- teamwork
- lead
- direction
- co-operate
- instructions
- share
- listen
- safely
- travel

This unit builds into:

OAA

Outdoor Adventurous Activities



Knowledge Organiser: Fitness Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Running
- Co-ordination
- Stamina
- Strength
- Agility
- Balance



Key Skills: S.E.T

- Social: Co-operation
- Social: Support
- Social: Responsibility
- Emotional: Kindness
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Independence
- Thinking: Comprehension
- Thinking: Creativity
- Thinking: Problem solving
- Thinking: Reflection

Key Questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes can you notice in your body after you exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

Key Vocabulary:

- **exercise**
- **heart**
- **lungs**
- **oxygen**
- **mood**
- **healthy**
- **body**

Teacher Glossary

Squat: Begin with feet shoulder width apart, sit back into your heels and stand again.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.



Knowledge Organiser: Fundamentals Year 1

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Working safely
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths
- Thinking: Listening and following instructions

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

- **balance**
- **direction**
- **land**
- **fast**
- **safely**
- **jump**
- **hop**

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Travel: A method of moving around space e.g. jog, slide, skip, crawl etc.



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

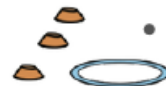
Key Skills: Physical

- Underarm throwing
- Overarm throwing
- Aim
- Hand eye co-ordination



Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Leadership
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Examples of Target Games

Golf	Boccia	Bowls
New Age Kurling	Dodgeball	Archery

Key Vocabulary:

- *far* • *aim* • *team* • *throw*
- *score* • *send* • *points* • *distance*
- *overarm* • *underarm* • *target*

Teacher Glossary

Agility: The ability to change direction quickly and easily.

Release: The point at which you let go of an object.

Target: The object that is being aimed for.

Co-ordination: The ability to move two or more body parts at the same time.

Knowledge Organiser: Gymnastics Y1



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



Ways to improve a sequence

Starting and finishing position: Include a starting and finishing position.

Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?

Action: Include a variety of actions such as a jump, balance, travel, shape.

Balance: Hold your balances with good extension and clear shapes for 3 - 5 seconds.

Body tension: Squeeze your muscles to create and hold strong clear shapes.

Direction: Vary the direction used within a sequence e.g. forwards, backwards, sideways.

Speed: Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

• **action** • **travel** • **balance** • **jump**

• **direction** • **roll** • **point** • **shape**

• **speed** • **fast** • **slow** • **level**

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns.

Key Skills: Physical

- Travel
- Copying and performing actions
- Using shape
- Balance
- Coordination



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Coming to decisions with a partner
- Social: Respect
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

• **counts** • **action** • **travel** • **pose**
move • **direction** • **forwards** • **backwards**
 • **speed** • **fast** • **slow** • **level** • **shape**

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).