

## Knowledge Organiser - Year 1 Football

### National Curriculum Objectives:

- Be able to engage in competitive and cooperative in physical activities in a range of increasingly challenging situations.
- Participate in team games developing simple tactics for attacking and defending.
- 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.

### Curriculum Pillars being taught:

- **Ambition and Fairness:** Be able to apply basic rules to games/activities.
- **Collaboration:** Work together positively with others. Work together to be successful.

### Key Learning:

- Keeping the ball close to your feet when dribbling.
- Dribbling at different speeds and changing direction.
- Passing the ball with different surfaces of the foot.
- Passing accurately to other players and into space.
- Entering competitive 1 vs 1 games.
- Maintaining control on the ball.

### Key Vocab:

**Surfaces of the foot** – inside, outside, toe, heel and laces

**Dribbling** – travelling with the ball at different speeds and in different directions

**Passing** – sending the ball towards another player or target

**Receiving** – controlling the ball successfully when it comes to you

**Control** – using surfaces of the foot to trap the ball

**Communication** – being able to communicate with each other using verbal and body language

### Key Questions:

What is important when passing to a team mate?

When dribbling or passing what can you do with your eyes to help?

What are the surfaces of the foot?  
Which is the biggest? Which is the smallest?

What makes a successful dribble?

## Knowledge Organiser - Year 1 Athletics (Track)

### National Curriculum Objectives:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination and apply these in a range of activities
- Be able to engage in competitive (against self and others) and co-operative physical activities.

### Curriculum Pillars being taught:

**Enquiry:** Use basic guided discovery activities to explore ideas and skills.

**Ambition and Fairness:** Be able to apply basic rules to activities.

### Key Learning:

- Run over short distances
- Run for longer periods of time
- Running games to practise the above
- Take part in individual and team running races.
- Experience competition and learn how to be a good Winner and a good loser.

### Key Vocab:

**Celebrate** – praise someone for what they have done/achieved

**Encourage** – give someone confidence or support to do something

**Race** – running in a competition against other people

**Being a good sport** – being a good winner and a good loser, playing by the rules.

### Key Questions:

What parts of our body do we use to run?

What can you do to help yourself run faster?

How does a 'good sport' behave?

Do you think you are a good sport? Why? What do you do?

## Knowledge Organiser - Year 1 Athletics (Field)

### National Curriculum Objectives:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination and apply these in a range of activities
- Be able to engage in competitive (against self and others) and co-operative physical activities.

### Curriculum Pillars being taught:

- **Ambition and Fairness:** Be able to apply basic rules to activities.
- **Connectivity:** Be able to say whether activities are similar or different based on specific aspects.

### Key Learning:

- Jump from one foot to one foot/one foot to two feet/  
two feet to two feet with balance and control.
- Begin to use a combination of jumps in sequences  
when travelling.
- Throw a variety of implements with control  
experimenting with overarm and underarm techniques.
- Understand the concept of a Personal Best and be able  
to recognise their own PB.
- Throw to hit a target with increasing accuracy.

### Key Vocab:

**Celebrate** – praise someone for what they have done/achieved

**Encourage** – give someone confidence or support to do something

**Being a good sport** – being a good winner and a good loser, playing  
by the rules.

**Overarm throw** – moving your arm above the shoulder to throw the  
ball

**Underarm throw** – swinging your arm below the shoulder to throw  
the ball

**Balance** – being able to remain steady (when performing an action)

### Key Questions:

How do we use our body to  
stay balanced?

Which jump do you find  
easiest/hardest? Why?

What different ways can we throw?  
How do we use our body differently  
to do these?

What is a Personal Best?  
Why is it good to try to improve  
your PB?

## Knowledge Organiser - Year 1 Throwing and Catching Skills

### National Curriculum Objectives:

- Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.
- 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.

### Curriculum Pillars being taught:

- **Collaboration:** Work together positively with others. Work together to be successful.
- **Learners for Life:** Experience a variety of activities and enjoy being active.

### Key Learning:

- Roll a ball accurately to another person or at a target.
- Track and pick up a rolling ball as it slows down.
- Use a simple underarm throw
- Use a simple overarm throw
- Catch a ball with two hands thrown by a partner
- Throw a ball into or at a target accurately.
- Bounce a ball to yourself or to a partner accurately.

### Key Vocab:

**Roll** – ball moving along the ground without bouncing

**Underarm throw** – throwing the ball one handed from below waist height

**Overarm throw** – throwing the ball one handed from above shoulder height

**Target** – an object or mark that you are aiming at

**Accurately** – reaching or hitting the exact point it was intended to/meant to reach

### Key Questions:

What is the difference between an underarm and an overarm throw?

What do you need to do to be successful when you're picking up a ball that is rolling?

What can you do to help your partner catch a ball that you have thrown?

What can you do when you're aiming at a target to be accurate?

## Knowledge Organiser - Year 1 Striking and Fielding

### National Curriculum Objectives:

- Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.
  - Participate in team games developing simple tactics for attacking and defending.
- 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.

### Curriculum Pillars being taught:

**Connectivity:** Be able to say whether activities are similar or different based on specific aspects.

**Learners for Life:** Experience a variety of activities and enjoy being active.

### Key Learning:

- Roll a ball accurately at a target or into a space.
- Track/stop and pick up a rolling ball as it slows down.
- Use a simple underarm throw
- Use a simple overarm throw
- Catch a thrown or struck ball with two hands.
- Throw a ball into or at a target accurately.
- Strike a ball using different implements.
- Play small sided games using the above skills.

### Key Vocab:

**Fielding** – collecting the ball when it has been hit/thrown

**Underarm throw** – throwing the ball one handed from below waist height

**Overarm throw** – throwing the ball one handed from above shoulder height

**Target** – an object or mark that you are aiming at

**Space** – a place in the playing area where there are no players

**Accurately** – reaching or hitting the exact point it was intended to/meant to reach

### Key Questions:

Where will you try to throw/hit the ball during a game?

How can you work as a team with your partner when you are fielding?

What is it important to do when you are trying to hit a ball?

What can you do when you're aiming at a target/space to be accurate?

## Knowledge Organiser - Year 1 OAA

### National Curriculum Objectives:

- Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.
- 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.

### Curriculum Pillars being taught:

**Collaboration:** Work together positively with others. Work together to be successful.

**Enquiry:** Use basic guided discovery activities to explore ideas and skills.

### Key Learning:

- Follow basic instructions accurately.
- Give basic instructions clearly to a partner.
- Solve basic problems/challenges individually and/or with a partner.
- Work with a partner or group positively and fairly.
- To follow the rules of games/challenges.
- Understand that there might be different ways to solve the same problem/challenge.

### Key Vocab:

**Teamwork** – working together positively to do something

**Celebrate** – praise someone for what they have done/achieved

**Encourage** – give someone confidence or support to do something

**Rules** – things you must or must not do when doing a challenge or playing a game

**Fairly** – to stay within the rules/not break the rules of the game

**Instructions** – information about how something should be done

### Key Questions:

What makes someone a good partner to work with?

Can you describe to someone else something they have done well in the lesson?

How do rules help games/challenges to be fair?

Why is it important to encourage other people in what they're doing?