

# 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.

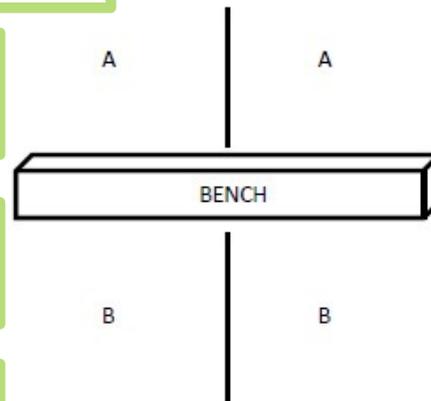
Scoring points against opposition .

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.



- ⇒ Use cones to mark boundaries for children to play too.
- ⇒ Rotate pairs so children can play different children.
- ⇒ Try to play pairs that are playing well against other pairs playing well.
- ⇒ Use this lesson to reassess children's skills from Lesson 1 ALF Task
- ⇒ Time the games, a few minutes dependant on time available then rotate teams.

## 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?

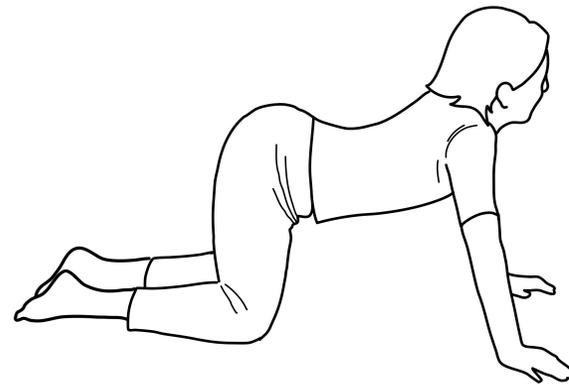


# Knowledge Organiser: Year 1 Gymnastics Unit 1

**Prior Learning:** Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

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



## Key Vocabulary/Skills

Refine shapes and jumps to improve coordination.

Carrying equipment safely.

Magic Chair.

Body Tension.

Linking movements.

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

**Head:** Use words such as rolling, travelling, balancing, climbing.

**Hand:** Recognise like actions and link them together.

**Heart:** Value other's efforts when they perform; watch and listen.

## Key Questions:

1. How many different travel actions can you think of?
2. How can you show good body tension?
3. How do we land safely?

## Concept:

Magic chair = safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance. Landing in what resembles a seated position.

