

# PE Knowledge organisers

Autumn 1



# Hanslope Primary School

## Autumn 1

### PE Knowledge Organiser

#### Year 1: OAA and Send and Return 1

#### How does this link to my previous learning?

- Builds upon the foundational concepts learnt in EYFS

#### National Curriculum Links:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

#### How does this link to my future learning?

- Provides the foundation skills for OAA and Send and Return for Year 2.

#### What key vocabulary will I learn:

- Send
- Return
- Target
- Opponent
- Rally
- Symbols
- Pattern
- Communicate
- Decision

#### Send and Return:

#### What will I know by the end of this unit:

- Be able to slide a beanbag to a target.
- Be able to hit a ball in different ways with their hands.
- Be able to move towards a ball to return it.
- Be able to work with a partner to stop and return a beanbag.
- Be able to rally with a partner.
- Be able to send a ball into space to make it harder for our opponent.

#### OAA:

- Be able to follow simple step-by-step instructions to complete a basic task.
- Be able to identify what a symbol is and match basic symbols.
- Be able to participate in a hoop dance following a set step pattern.
- Be able to communicate and cooperate with a partner.
- Be able to say what a range of basic symbols represent.
- Be able to use decision-making and creative skills to hide items.



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## PE Knowledge Organiser

### Year 2: OAA and Send and Return 1

#### How does this link to my previous learning?

- OAA and send and return in Year 1

#### National Curriculum Links:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

#### How does this link to my future learning?

- Links to OAA in Year 3 and puts foundations in for specific sports

#### What key vocabulary will I learn:

- Send
- Return
- Target
- Opponent
- Rally
- Symbols
- Pattern
- Communicate
- Decision
- Logical
- Perseverance
- Accurately
- Map key
- 

#### Send and Return:

- Be able to stay on their toes to move quickly to the ball.
- Be able to identify which hand is dominant in a game.
- Be able to use basic rules of serving to a partner.
- Be able to develop agility and use it in a game.
- Be able to use the correct grip to hit a self-fed ball.
- Be able to use the ready position in a rally.

#### OAA:

- Be able to participate and offer help in a group activity.
- Be able to apply some problem-solving skills such as perseverance.
- Be able to understand and then communicate a movement pattern to a partner.
- Be able to use tactile and clear verbal cues to guide a blindfolded partner.
- Be able to repeat accurately, practise an action, and show improvement.
- Be able to identify a map key and explain what it is used for.

#### What will I know by the end of this unit:



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### PE Knowledge Organiser

#### Year 3: OAA and Hockey

#### How does this link to my previous learning?

- OAA in Year 2 and builds upon the skills in Send and Receive 1

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### How does this link to my future learning?

- OAA and Hockey in Year 4

#### What key vocabulary will I learn:

- Communication
- OAA
- Route
- Map
- Directions
- Locations
- Pass
- Move
- Agility
- Body position
- Control

#### OAA:

- Be able to use clear communication.
- Be able to work with others to complete map-reading tasks.
- Be able to draw and create a clear route on a map for others to follow.
- Be able to work with others and identify what went well and what we could do to improve.
- Be able to take part in trust-based activities safely.

#### Hockey:

- Be able to keep close control of the ball using the flat side of the stick.
- Be able to control the ball and pass it into space.
- Be able to use defensive body position.
- Be able to consistently stop a moving ball ready to pass or shoot.
- Be able to improve agility and apply it in a game situation.
- Be able to avoid feet contacting the ball and apply basic rules to the game.

#### What will I know by the end of this unit:



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### PE Knowledge Organiser

#### Year 4: OAA and Hockey

#### How does this link to my previous learning?

- Builds on OAA and Hockey in Year 3

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### How does this link to my future learning?

- Provides concepts for OAA and more competitive hockey in Year 5

#### What key vocabulary will I learn:

- Communication
- OAA
- Route
- Map
- Directions
- Locations
- Pass
- Move
- Agility
- Body position
- Control
- Cardinal
- Orienteering
- Push pass
- Possession
- Slap pass

#### OAA:

- Be able to work collaboratively to complete a problem-solving task.
- Be able to work collaboratively to create shapes whilst blindfolded.
- Be able to name and recognise the cardinal points of the compass.
- Be able to complete orienteering tasks calmly under time pressure.
- Be able to work with a partner to use a map to follow a course.
- Be able to recognise and recall common map symbols from a key.

#### Hockey:

- Be able to perform a push pass with accuracy.
- Be able to perform a straight dribble to maintain possession.
- Be able to use reverse-stick to control a ball.
- Be able to use a slap pass to send the ball over longer distances.
- Be able to turn to keep the ball under control and move into space.
- Be able to develop new skills in competitive situations and look to improve.

#### What will I know by the end of this unit:



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### PE Knowledge Organiser

#### Year 5: OAA and Hockey

#### How does this link to my previous learning?

- OAA and Hockey in Year 4

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### How does this link to my future learning?

- OAA and Hockey in Year 6

#### What key vocabulary will I learn:

- OAA
- Morse Code
- Route
- Directions
- Locations
- Pass
- Move
- Agility
- Body position
- Defender
- Dispossess
- Cardinal
- Orienteering
- Push pass
- Possession

#### What will I know by the end of this unit:

##### OAA:

- Be able to explore different ways of communicating with a blindfolded partner.
- Be able to follow a designated route at maximum speed safely.
- Be able to use memory methods to recall different objects whilst navigating.
- Be able to use clear communication to recreate a shape from memory.
- Be able to use creative thinking to create the tallest tower.
- Be able to send and interpret messages using Morse Code.

##### Hockey:

- Be able to perform a block tackle to dispossess an attacker.
- Be able to use fast, accurate passes into the D to create scoring opportunities.
- Be able to mark an attacker closely to stop them receiving the ball.
- Be able to perform a sweep hit to send the ball 'first time'
- Be able to move the ball quickly from left to right to outwit a defender.
- Be able to use a variety of techniques to keep possession in a game.



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## PE Knowledge Organiser

### Year 6: OAA and Hockey

#### How does this link to my previous learning?

- Builds on OAA and Hockey from Year 5

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### How does this link to my future learning?

- Prepares children for secondary school

#### What key vocabulary will I learn:

- OAA
- Morse Code
- Route
- Orient
- Locations
- Indian dribble
- Move
- Agility
- Body position
- Defender
- Dispossess
- Cardinal
- Orienteering
- Push pass
- Possession

#### OAA:

#### What will I know by the end of this unit:

- Be able to work with partner to successfully orient and follow map.
- Be able to identify objects quickly from a written description.
- Be able to safely perform a pyramid balance in a small group.
- Be able to work as part of a team to complete a range of tasks.
- Be able to create a fun and challenging game for others to complete.
- Be able to listen to others to refine and adapt ideas to complete a complex task.

#### Hockey:

- Be able to shoot under pressure from close range.
- Be able to perform long corner routines as part of a team.
- Be able to use goal-side marking to prevent an attacker from getting closer to the goal.
- Be able to use a banana run to force an oncoming attacker wide.
- Be able to use a hit-out to successfully restart a game.
- Be able to attempt an Indian dribble and play competitively using new skills.