

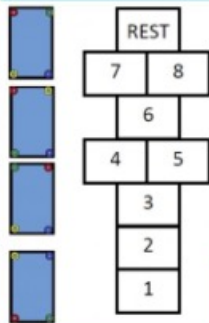
Knowledge Organiser: Reception Manipulation and Coordination Unit 1



Prior Learning: Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Unit Focus: Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.



Key Vocabulary/Skills	
Co-ordinate limbs to carry out defined movements and actions.	Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.
Reproduce movements with a ball bilaterally.	
Make contact with a ball using feet and legs.	
Practice hop, step and jump sequences.	
Send and stop objects using hands and feet.	

- Key Questions:**
1. Which objects could you send with most accuracy?
 2. What did you find challenging about hopscotch?
 3. What do we need to do to roll accurately?

Concepts: Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.



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Activity Example: Whack a mole
Pupils sit on their knees in the centre of the mat and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, call 2 or 3 colours before swapping with player 2. Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.

- Year R Summer 2