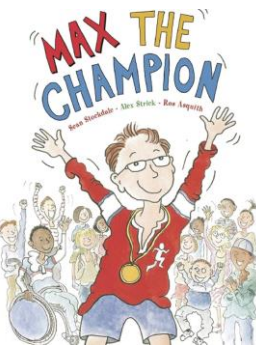


# PSHE/RSE Knowledge Organiser Year 1 Spring 2

## What can we do with money?

| Essential Vocabulary |  |
|----------------------|--|
| money                | Money is like special tokens that people use to trade for things they want or need. It's like magic paper or shiny coins that can turn into toys, food, or anything else you might want to buy. You can earn money by doing tasks for others or by doing jobs. |
| earn                 | "Earn" means to get rewarded for doing something special or helpful. Like when you clean your room without being asked and your parents give you pocket money, that's earning!   |
| borrow               | "Borrow" is when you ask someone if you can use something they have, like a toy or a book, for a little while. You promise to give it back to them when you're done using it.  |
| spend                | "Spend" means using your money to get something you want or need   |
| save                 | "Save" means to keep something for later instead of using it right away.   |

| Key Knowledge  |
|--|
| <ul style="list-style-type: none"><li>• know what money is</li><li>• know how we can get money</li><li>• understand what we can use money for</li><li>• know the difference between what we need and what we want</li><li>• know how we can look after money</li></ul> |
| RSE No Outsiders   |
| <p>Max The Champion by Sean Stockdale</p>  <p>Children will discuss how we are all different but that sometimes we don't notice or see difference.</p>                             |

| Key Questions   |
|---|
| <ul style="list-style-type: none"><li>• what is money?</li><li>• how can we use it?</li><li>• how can we get money?</li><li>• how can we keep money safe?</li></ul> |
| Links to Prior Learning   |
| <ul style="list-style-type: none"><li>• EYFS - what is the same and different about us?</li></ul>   |



What do you use to pay?

# Fiction - Adventure



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| Essential Vocabulary     |   |
|--------------------------|---|
| clause                   | A group of words that contain a subject (something or someone) and a verb (doing something). For example: <i>The mammoth escaped.</i>         |
| coordinating conjunction | A word that joins together two clauses that make sense on their own, such as 'and,' 'but,' 'or' and 'so.'                                     |
| suffix                   | A letter or group of letters added to the end of a root word to make a new word, such as <i>quickest</i> or <i>helper</i> .                   |
| setting                  | Where the story takes place. One story can have lots of settings, such as a forest and a castle.  |
| exhibition               | A set of displays at a museum that help visitors learn all about a topic. They usually include objects, information and interactive elements. |
| extinct                  | When a type of animal has died out and no longer exists, it has become extinct.   |
| endangered               | When a type of animal is at risk of becoming extinct, through hunting or environmental changes, it is classed as endangered.                  |
| mammoth                  | An extinct type of elephant that roamed Europe and Asia from about 300,000 years ago up until about 10,000 years ago.                         |

| Key Knowledge   |
|---|
| <p>We will write adventure stories inspired by 'The Curious Case of the Missing Mammoth' by Ellie Hattie and Karl James Mountford this half term. To prepare for this, we will write descriptions of elephants and extinct or endangered animals, as well as diary entries. Drama activities will generate speech bubbles and deepen our understanding of how the characters in the story feel. We will also produce a missing poster all about the mammoth.</p> <p>Adventure stories usually feature a hero, a problem or a quest and a journey. They are written to entertain readers and are often exciting, achieving this by making readers care about the characters.</p> |



| Links to Prior Learning  |
|--|
| <ul style="list-style-type: none"> <li>English - Adventure Stories, Diary entries, wanted posters (Year 1)</li> <li>Science - Animals including Humans (Year 1)</li> <li>PSHE - Rights and Responsibilities (Reception)</li> </ul> |

| Key Questions  |
|--|
| <ul style="list-style-type: none"> <li>Why are museums important places?</li> <li>If you could bring an extinct creature back to life, what would it be and why?</li> <li>If you could make friends with an imaginary creature, which one would you choose and why?</li> <li>What are our responsibilities towards our planet and the things that live here?</li> <li>How does it feel when you are lost?</li> </ul> |

| Key Skills   |
|--|
| <ul style="list-style-type: none"> <li>Join words and clauses using <i>and</i></li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> <li>Use some story language</li> <li>Include and describe a character and a setting</li> <li>Write simple sentences in sequence</li> <li>Include a beginning, middle and end</li> </ul> |

Year 1 - Spring 2 - English



# ANIMALS INCLUDING HUMANS

## Essential Vocabulary

|            |   |
|------------|---|
| Amphibians | An animal that is able to live both on land and in water.                                 |
| Mammals    | An animal that breathes air, has a backbone and grows hair at some point during its life. |
| Omnivores  | An animal that eats both plants and meat.   |
| Carnivores | An animal that eats only meat.  |
| Herbivores | An animal that eats only plants.  |

## Key Knowledge

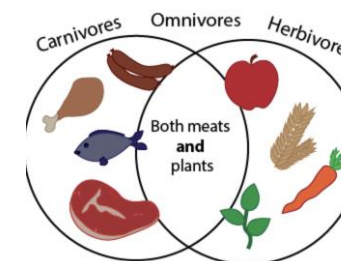
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Links to Prior Learning

Children will be able to differentiate between nocturnal and diurnal animals (Reception)  
Children will know the difference between herbivores and carnivores (Reception)  
Children will know the names of body parts: heads, arms, hands, legs, feet, neck (Nursery)

## Key Questions

What happens during a life cycle?  
Which animals have a back bone?  
What can fish, reptiles and amphibians do?  
Which species do not have a backbone?  
How do human bodies work?



## Enquiry Skills - Science Disciplines

- Ask simple questions recognising that they can be answered in different ways
- Observe closely, using simple equipment perform simple tests
- Identify and classify use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Use their observations and ideas to suggest answers to questions.
- Talk about what they have found out and how they found it out. Begin to use simple scientific language.

# Addition and Subtraction (within 20) - Number

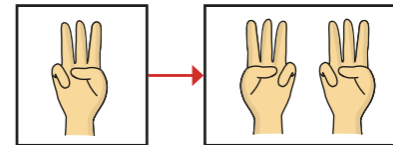
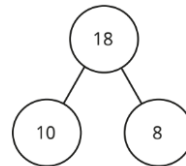


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| Essential Vocabulary |   |
|----------------------|---|
| Altogether           | Including everything in total   |
| In total             | Including everything added together   |
| Add/plus             | Join to something to increase the size, number or amount.   |
| Equal to             | Where 2 quantities are the same   |
| Count on             | A mental math skill where, when adding two numbers, you begin counting from the largest number and add the second number to it. |
| Take away/subtract   | To take away from something else to decrease the size, number or amount   |
| Difference           | The difference in quantity between two numbers  |

| Key Knowledge   |
|---|
| <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> |

| Our Small Steps of Learning |                                      |
|-----------------------------|--------------------------------------|
| Step 1                      | Add by counting on within 20         |
| Step 2                      | Add ones using number bonds          |
| Step 3                      | Find and make number bonds to 20     |
| Step 4                      | Doubles                              |
| Step 5                      | Near doubles                         |
| Step 6                      | Subtract ones using number bonds     |
| Step 7                      | Subtraction - counting back          |
| Step 8                      | Subtraction - finding the difference |
| Step 9                      | Related facts                        |
| Step 10                     | Missing number problems              |



| Key Questions  |
|--|
| <ul style="list-style-type: none"> <li>Is it quicker to add 4 to 9 or to add 9 to 4? Is the answer the same?</li> <li>If you know that 4 plus 2 is equal to 6, how can you use this to work out 14 plus 2?</li> <li>What do you notice about <math>14 + 2</math> and <math>12 + 4</math>? How many tens are there in each addition? How many ones are there?</li> <li>How does knowing the number bonds to 10 help you to work out the number bonds to 20?</li> <li>If double 2 is 4, what do you think double 3 is?</li> <li>What is the greatest double you can roll on a normal dice?</li> <li>What does double mean?</li> <li>What is double _____?</li> <li>What does "difference" mean?</li> <li>If you know the whole and a part, how can you find the other part?</li> </ul> |

| Links to Prior Learning  |
|--|
| <ul style="list-style-type: none"> <li>Representing number bonds to 5 in Reception</li> <li>Using a part-whole model in Reception</li> <li>Partitioning numbers into parts in Reception</li> <li>Adding and subtracting to 10 at the beginning of Year 1.</li> </ul> |



# Place Value (within 50) - Number



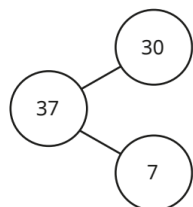
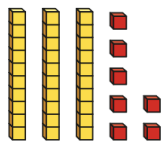
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## Essential Vocabulary

|             |  |
|-------------|--|
| Count back  | a method of learning subtraction by taking away the smaller number from the larger number by counting backward from the larger number. |
| One more    | An additional one  |
| One less    | Taking one away  |
| Most        | Greatest in amount, quantity, or degree.   |
| Least       | Smallest in amount, extent, or significance  |
| Number bond | A pair of numbers that always add together to make another, larger, number.  |
| Fewest      | The smallest number of.  |
| Greatest    | The largest number of.   |

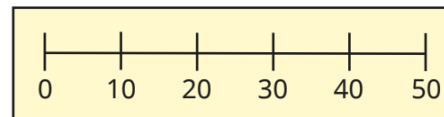
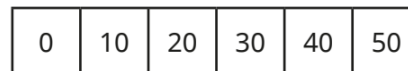
## Links to Prior Learning

- In the beginning of Year 1 learning about place value within ten and twenty
- In Reception using tens frames to recognize numbers.
- In EYFS working out one more than and one less than

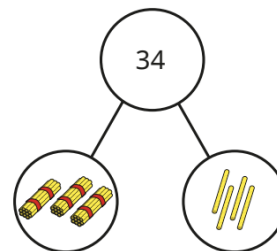


## Our Small Steps of Learning

- Step 1 Count from 20 to 50
- Step 2 20, 30, 40 and 50
- Step 3 Count by making groups of tens
- Step 4 Groups of tens and ones
- Step 5 Partition into tens and ones
- Step 6 The number line to 50
- Step 7 Estimate on a number line to 50
- Step 8 1 more, 1 less



Kim



## Key Questions

- What number comes next?
- If you have 3 full ten frames, what number have you made?
- How many base 10 pieces make 50?
- How could you use a ten frame to help you count groups of ten?
- How many ones are there in 10?
- What is the whole? What are the parts?
- Where does the number line start?
- Where does the number line end?
- Which two multiples of 10 is between?

## Key Knowledge

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Given a number, identify 1 more and 1 less

Year 1 - Spring 2

# Length, Height, Mass and Volume - Measure



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## Essential Vocabulary

|                |  |
|----------------|--|
| Compare        | Estimate, measure, or note the similarity or dissimilarity between |
| Order          | The arrangement of things in relation to each other                |
| Length         | The measurement of something from end to end                       |
| Height         | The measurement of something from base to top                      |
| Centimetre     | A metric unit of length  |
| Balance scales | Devices used to measure the weight or mass of an object.           |
| Measure        | The size, amount or degree of something                            |
| Estimate       | Roughly calculate or judge the value                               |

## Links to Prior Learning

- Using the language of measure in EYFS
- Exploring measure through play in EYFS

## Our Small Steps of Learning

- Step 1 Compare lengths and heights
- Step 2 Measure length using objects
- Step 3 Measure length in centimetres
- Step 1 Heavier and lighter
- Step 2 Measure mass
- Step 3 Compare mass
- Step 4 Full and empty
- Step 5 Compare volume
- Step 6 Measure capacity
- Step 7 Compare capacity

## Key Questions

- Which object is longer? How do you know?
- Which object is taller? How do you know?
- Which object is shorter? How do you know?
- Why do you have to use objects that are the same size to measure something?
- What would happen if you chose a different unit to measure the object?
- Which object do you think is heavier/lighter?
- Are large objects always heavier than small objects? How do you know?
- What does it mean when the scales are balanced?
- Which container do you think can hold more water? Why?

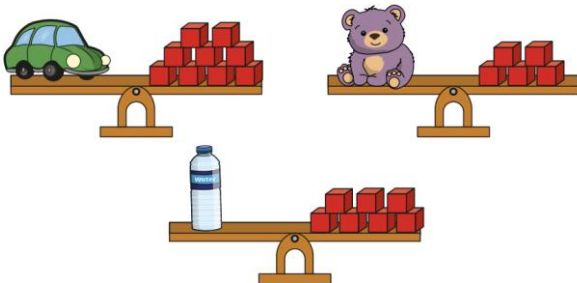
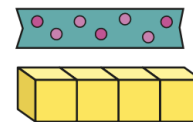
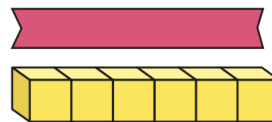
Mr Hall



Mo



- Max uses cubes to measure the lengths of two ribbons.



## Key Knowledge

- Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time

Year 1 - Spring 2

### Essential Vocabulary

|                    |   |
|--------------------|---|
| Physical geography | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  |
| Human geography    | city, town, village, factory, farm, house, office, port, harbour and shop   |
| Weather            | sunny, windy, rainy, snowy, cloudy, stormy, hot, cold, winter, spring, summer, autumn.  |
| A local study      | local, village, town, city, county, country, continent, school, home, house, fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi-detached, terrace. |

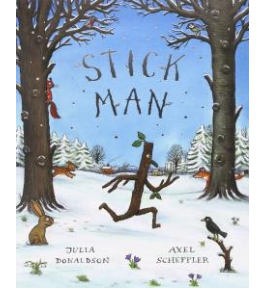
### Spring 1 - Key Knowledge

- Knowledge of the human and physical features of the local area.
- Knowledge of how the landscape is changing with maps and aerial photographs as prompts to explain why.
- Knowledge of the seasonal and daily weather patterns in the local area and U.K.
- Knowledge of the local area on a personal, local and global level.
- Knowledge of the different house types.
- Knowledge of how land use and landscapes can be changed by humans.

### Spring 2 - Key Knowledge and Fieldwork Skills

- Knowledge of the human and physical features of the environment around school.
- Observations to study the local geography and the human activity evident in the local area
- Charts to express opinions
- Identification of different land use types

### Story Stimulus



The Stick Man by Julia Donaldson.

### Fieldwork Visit

- Fieldwork case study - Local community of Sale Moor - A study of our local study area and evidence of changing weather.

### Key Skills

- Name and locate the 4 countries and capital cities of the U.K, including the surrounding seas.
- Use of basic vocabulary relating to human and physical geography and use of mathematical vocabulary to describe position, location and direction.
- Use of world maps, atlases and globes to identify the U.K, other countries, continents and oceans as well as hot and cold areas of the world in relation to the equator and the poles.
- Use of simple compass directions and/or a simple map to follow a route and ability to make a simple map with symbols.

# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 2)






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| Essential Vocabulary |   |
|----------------------|---|
| Pulse                | The regular heartbeat of the music; its steady beat                 |
| Rhythm               | Long and short sounds or patterns that happen over the pulse.       |
| Pitch                | The position of the note.   |
| Call and response    | Two separate musical phrases, the second one responds to the first. |

| Links to Prior Learning  |
|--|
| In Autumn, children will have learned to sing simple songs, chants and rhymes from memory as well as developed a sense of confidence and ownership over a performance space. |

| Key Knowledge   |
|---|
| <ul style="list-style-type: none"> <li>Recognising the mood and feeling of pieces of music, for example Holst Mars from The Planets.</li> <li>Knowledge of some of the inter-related dynamics of music (pulse, rhythm and pitch) in relation to listening exercises.</li> <li>Knowledge of how to maintain steady beats, respond to the pulse in music and how to combine sound effects to compose a piece of music which tells a story.</li> </ul> |

| Key Questions   |
|---|
| <b>Listening</b> <ul style="list-style-type: none"> <li>What is the mood/feeling of pieces of the piece of music?</li> <li>Who is the composer/writer?</li> <li>Which genre is the piece of music?</li> </ul>   |
| <b>Singing</b> <ul style="list-style-type: none"> <li>What are the key principles to warming up our voices?</li> <li>Is your voice ready for singing? Why/why not?</li> </ul>   |
| <b>Perform (vocal / instrumental)</b> <ul style="list-style-type: none"> <li>How can you engage with the audience?</li> <li>Can you hear the difference between the sounds e.g. high and low?</li> <li>What story are you telling through your music making?</li> </ul> |

| Wider Opportunities  |                                    |
|--|------------------------------------|
| Listening suggestions for this term  |                                    |
|   | Elton John<br>I'm still standing   |
|   | Blossoms<br>Charlemagne            |
|   | Sam Smith<br>Writing's on the Wall |
| Music groups in our local area   |                                    |
| <ul style="list-style-type: none"> <li>Trafford Music Service (choirs and instrument lessons)</li> <li>Sale Youth Choir</li> <li>One Education Music Centre</li> <li>Greater Manchester Music Hub</li> </ul> |                                    |

Year 1 - Spring 1 and Spring 2 - Music






# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 2)

| Essential Vocabulary |   |
|----------------------|---|
| Pulse                | The regular heartbeat of the music; its steady beat                 |
| Rhythm               | Long and short sounds or patterns that happen over the pulse.       |
| Pitch                | The position of the note.   |
| Call and response    | Two separate musical phrases, the second one responds to the first. |

| Links to Prior Learning  |
|--|
| In Autumn, children will have learned to sing simple songs, chants and rhymes from memory as well as developed a sense of confidence and ownership over a performance space. |

| Key Knowledge   |
|---|
| <ul style="list-style-type: none"> <li>Recognising the mood and feeling of pieces of music, for example Holst Mars from The Planets.</li> <li>Knowledge of some of the inter-related dynamics of music (pulse, rhythm and pitch) in relation to listening exercises.</li> <li>Knowledge of how to maintain steady beats, respond to the pulse in music and how to combine sound effects to compose a piece of music which tells a story.</li> </ul> |

| Key Questions   |
|---|
| <b>Listening</b> <ul style="list-style-type: none"> <li>What is the mood/feeling of pieces of the piece of music?</li> <li>Who is the composer/writer?</li> <li>Which genre is the piece of music?</li> </ul>   |
| <b>Singing</b> <ul style="list-style-type: none"> <li>What are the key principles to warming up our voices?</li> <li>Is your voice ready for singing? Why/why not?</li> </ul>   |
| <b>Perform (vocal / instrumental)</b> <ul style="list-style-type: none"> <li>How can you engage with the audience?</li> <li>Can you hear the difference between the sounds e.g. high and low?</li> <li>What story are you telling through your music making?</li> </ul> |

| Wider Opportunities  |                                    |
|--|------------------------------------|
| Listening suggestions for this term  |                                    |
|   | Elton John<br>I'm still standing   |
|   | Blossoms<br>Charlemagne            |
|   | Sam Smith<br>Writing's on the Wall |
| Music groups in our local area   |                                    |
| <ul style="list-style-type: none"> <li>Trafford Music Service (choirs and instrument lessons)</li> <li>Sale Youth Choir</li> <li>One Education Music Centre</li> <li>Greater Manchester Music Hub</li> </ul> |                                    |

# Christianity: Easter: New life and new beginnings.



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## Essential Vocabulary

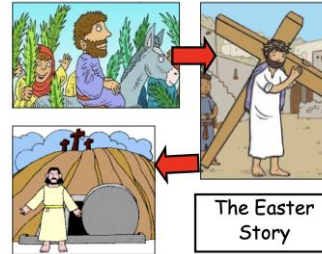
|               |   |
|---------------|---|
| Good Friday   | The day that Jesus died.                |
| Easter Sunday | The day Jesus rose from the dead.       |
| Jesus         | God's son who died for us.              |
| New life      | New start, when something is born.      |
| Disciples     | Jesus' close friends.                   |
| Holy Week     | The last week of Jesus' life.           |
| Mary          | Jesus' mother, and also a close friend. |
| Resurrection  | To come alive again.                    |
| Tomb          | A grave where someone is buried         |

## Key Skills

- Recognise and name features of religions and beliefs.
- Recall features of religious practices- festivals, worship, rituals.
- Recognise different symbols and actions that express a community way of life.

## • Key Knowledge

- SALVATION: Jesus died and rose again to rescue us so that we can be friends with God. Christians believe that through Jesus, the bad things we do and say sorry for are all forgotten about.



## Key Questions

- What do you think is the most important part of the Easter story?
- In what way is the Easter Story about new life?
- How do you think people feel when someone they love has died?
- How does the life cycle of a butterfly reflect the events of Easter?
- In what way is Easter a new beginning?

## Links to Prior Learning

- Which places are special and why? EYFS

# Mechanisms: Axels and Wheels



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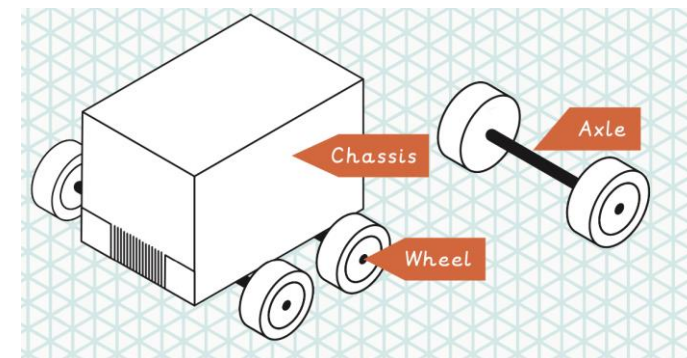
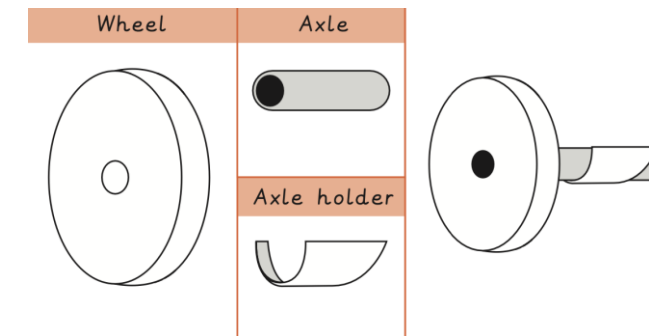
| Essential Vocabulary |  |
|----------------------|--|
| Axle                 | A long straight rod which connects to a rotating part (e.g., the wheels of a car)  |
| Axle holder          | The part of a mechanism which holds the axle steady.   |
| Chassis              | The body of a car.   |
| Mechanic             | A person who can build or mend vehicles or other machines.   |
| Mechanism            | Parts of an objects that move together to make something work  |
| Model                | A practise version hat lets you test out your idea and see how it will look and work.  |
| Dowel                | A piece of round wood. It comes in many different shapes, sizes, thickness.  |
| Wheel                | A circular object that turns round. It can be fixed to a vehicle like a car to allow the vehicle to move easily over the ground. |

| Links to Prior Learning   |  |
|---|--|
| <ul style="list-style-type: none"> <li>In reception, children learn about boats. This will have included the propeller that allows the boat to move.</li> <li>Children will have explored junk modelling and how to assemble a 3D model.</li> </ul> |  |

| Key Knowledge  |
|--|
| <ul style="list-style-type: none"> <li>To know that wheels need to be round to rotate and move.</li> <li>To understand that for a wheel to move it must be attached to a rotating axle.</li> <li>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</li> <li>To know that the frame of a vehicle (chassis) needs to be balanced.</li> <li>To know some real-life items that use wheels.</li> </ul> |

| Key Skills   |
|--|
| <ul style="list-style-type: none"> <li>Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.</li> <li>Creating clearly labelled drawings that illustrate movement.</li> <li>Adapting mechanisms.</li> <li>Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</li> </ul> |

| Key Questions  |
|--|
| <ul style="list-style-type: none"> <li>How do wheels move? Would anything affect them moving?</li> <li>Would your product move differently with different shaped wheels?</li> <li>How did people get from place to place before cars?</li> </ul> |



# Year 1 - Spring 2 - Computing

## Data and information - Grouping data

| Essential Vocabulary |  |
|----------------------|--|
| Object:              | Something made from a special blueprint. |
| Label:               | A special name for sorting things.       |
| Group:               | A bunch of things that go together.      |
| Search:              | Looking for something specific.          |
| Image:               | A picture on the computer.               |
| Property:            | Something that describes an object.      |
| Colour:              | The colour you see on the screen.        |
| Size:                | How big or small something is.           |
| Value:               | What the amount represents or is worth.  |
| Data Set:            | information put together.                |

| Links to Prior Learning  |
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| This unit will introduce children to data and information. It will introduce children to the concept of labelling and grouping objects based on their properties. Learners will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. |

| Key Skills  |
|---|
| <ul style="list-style-type: none"><li>• Describe objects using labels</li><li>• Match objects to groups</li><li>• Identify the label for a group of objects</li><li>• Count objects</li><li>• Group objects</li><li>• Count a group of objects</li><li>• Describe an object</li><li>• Describe a property of an object</li><li>• Find objects with similar properties</li><li>• Group similar objects</li><li>• Group objects in more than one way</li><li>• Count how many objects share a property.</li><li>• Choose how to group objects</li><li>• Describe groups of objects</li><li>• Record how many objects are in a group</li></ul> |

| Key Knowledge  |
|--|
| Use technology purposefully to create, organise, store, manipulate, and retrieve digital content<br>Use technology safely and respectfully |

| Key Questions   |
|---|
| What is a group?<br>How can we group objects?<br>Why is grouping important?<br>Can you group these objects by colour?<br>What other ways can we group these objects?<br>How do we know if objects belong to the same group? |

| Online Safety Focus  |
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| <u>Copyright and ownership</u><br><br>I know that work I create belongs to me<br>I can name my work so that others know it belongs to me |





# Year 1 - Spring 2 - P.E Invasion Games Skills 1



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| Essential Vocabulary |  |
|----------------------|--|
| bounce pass          | one player must bounce the ball off of the court into another player on his or her team's hands. |
| chest pass           | a pass in which the ball is quickly propelled from the chest by the hands and arms.              |
| dodge                | quick, deceptive changes in direction to evade, chase or flee from an opponent.                  |
| dribble              | manoeuvring a ball by one player while moving in a given direction,                              |
| push pass            | is an effective and accurate short <b>pass</b> that can be used quickly to maintain possession.  |

| Links to Prior Learning   |
|---|
| <ul style="list-style-type: none"> <li>Move confidently in different ways in EYFS</li> <li>Learn to control objects in Reception</li> </ul> |



| Key Knowledge   |
|---|
| <ul style="list-style-type: none"> <li>How far to bounce a pass between myself and a friend.</li> <li>How to receive a bounce pass differently to a chest pass</li> <li>How to be aware of and move around others</li> <li>That being able to dodge off both feet makes me twice as hard to catch.</li> <li>That a bounce in a push down with 2 hands and dribbling is with one hand.</li> <li>To use my fingers to push the ball down</li> <li>That my hands need to 'give' and be 'soft' when receiving a hockey pass.</li> <li>To move into space after passing a ball</li> <li>To use 'big toe, little toe' to dribble keeping the ball close to me.</li> <li>How to trap a ball by moving in line with it and putting my foot on it</li> </ul> |

| Key Skills  |
|---|
| <ul style="list-style-type: none"> <li>Get into a good ready position to receive chest and bounce passes consistently well.</li> <li>Pass the ball from my chest using a bounce pass.</li> <li>Change direction confidently and competently</li> <li>Move around safely in a limited space</li> <li>Bounce / dribble a ball with my hands with good control.</li> <li>Move around safely whilst bouncing/dribbling.</li> <li>Push pass a hockey ball.</li> <li>Receive a hockey ball</li> </ul> |

| Key Questions   |
|---|
| <ul style="list-style-type: none"> <li>What do I know about attacking and defending?</li> <li>Can I recognise when to use attacking a defending skills?</li> <li>Can I manage my behavior and feelings well?</li> <li>Describe a bounce pass.</li> <li>Describe a chest pass.</li> <li>How should I dribble a ball?</li> <li>How should I hold a hockey stick?</li> </ul> |

