

PE – Year 2 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

| NC objectives - areas of study | End point of area of study | Vocabulary | | |
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| | | Basic | Adventurous | Technical |
| <p>1. 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.</p> <p>2. Participate in team games, developing simple tactics for attacking and defending</p> <p>3. Perform dances using simple movements</p> | <p><u>Team building</u> (NC Objective 2)</p> <ul style="list-style-type: none"> • Begin to plan, and with some success, apply strategies to overcome a challenge • Understand how to use, follow and create a simple diagram/map • Work cooperatively with a partner and small group • Verbalise when they were successful and areas that they could improve <p><u>Fitness</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Demonstrate improved technique when changing direction on the move • Demonstrate increased balance whilst travelling along and over equipment • Perform actions with increased control when coordinating their body with and without equipment • Can demonstrate running at different speeds • Demonstrate increased control in body weight exercises • Show an ability to work for longer periods of time <p><u>Yoga</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Remember, copy and repeat sequences of linked poses • Show increased awareness of extension in poses • Demonstrate increased control in performing poses | <p><u>Team building</u> Share, safely, path, listen</p> <p><u>Fitness</u> Balance, skip, jump</p> <p><u>Yoga</u> Feel, listen, copy</p> | <p><u>Team building</u> solve, teamwork, lead, direction, cooperate, instructions, share, listen, safely, travel</p> <p><u>Fitness</u> Exercise, heart, lungs, oxygen, mood, healthy, body</p> <p><u>Yoga</u> Space, pose, breath, balance, slowly, breathe, stretch</p> | <p><u>Team building</u> support, map, successful, plan, communicate</p> <p><u>Fitness</u> Speed, distance, sprint, strong, pace, jog, steady, race</p> <p><u>Yoga</u> Focus, create, choose, position, flow</p> |

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| | <ul style="list-style-type: none"> • Explore controlling their focus and sense of calm. <p><u>Gymnastics</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Explore using shapes in different gymnastic balances • Remember, repeat and link combinations of gymnastic balances • Explore barrel, straight and forward roll and put it into sequence work • Explore shape jumps and take off combinations <p><u>Dance</u> (NC Objective 3)</p> <ul style="list-style-type: none"> • Accurately remember, repeat and link actions to express an idea • Develop an understanding of dynamics • Develop the use of pathways and travelling actions to include levels • Explore working with a partner using unison, matching and mirroring • Develop the use of facial expressions in their performance <p><u>Target games</u> (NC Objective 1,2)</p> <ul style="list-style-type: none"> • Develop coordination and technique when throwing overarm at a target • Develop coordination and technique when throwing underarm at a target • Develop striking a ball with their hand and equipment with some consistency | <p><u>Gymnastics</u> Around, through, roll</p> <p><u>Dance</u> around, sideways, forwards, backwards</p> <p><u>Target games</u> roll, team, space, kick, bounce, throw, safely, stop, listen</p> | <p><u>Gymnastics</u> Action, travel, balance, jump, direction, point, shape, speed, fast, slow, travel</p> <p><u>Dance</u> Counts, action, travel, pose, direction, speed, fast, slow, level,</p> <p><u>Target games</u> Far, aim, send, points, distance, overarm, underarm, target</p> | <p><u>Gymnastics</u> Roll, link, sequence, straddle, pike, tuck, star, level</p> <p><u>Dance</u> Shape, space, balance, timing, mirror, pathway</p> <p><u>Target games</u> Release, accuracy, opposite, strike, ahead, select, object</p> |
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| | <p><u>Invasion</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Develop sending and receiving with increased control • Explore dribbling with hands and feet with increasing control on the move • Develop moving into space away from defenders • Explore staying close to other players to try and stop them getting the ball • Explore moving with a ball towards goal <p><u>Sending and receiving</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Develop coordination and technique when throwing overarm at a target • Develop coordination and technique when throwing underarm at a target • Develop striking a ball with their hand and equipment with some consistency • <p><u>Net and wall</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Develop hitting a dropped ball over a net • Accurately underarm throw over a net to a partner • Explore underarm rallying with a partner catching after one bounce • Consistently using the ready position to move towards the ball | <p><u>Invasion</u> roll, space, kick, bounce, throw, stop, listen</p> <p><u>Sending and receiving</u> Roll, team, space, bounce, stop, listen</p> <p><u>Net and wall</u> roll, team, space, bounce, throw, safely, stop, listen</p> | <p><u>Invasion</u> defender, dribbling, pass, attacker, space, points, score, team</p> <p><u>Sending and receiving</u> Aim, throw, roll, kick, catch, safely, racket</p> <p><u>Net and wall</u> ready position, partner, score, racket, net, underarm, point</p> | <p><u>Invasion</u> Possession, send, teammate, chest pass, received, goal, dodge, bounce pass</p> <p><u>Sending and receiving</u> Track, send, accurate, target, control, release, receive</p> <p><u>Net and wall</u> Receive, opponent, quickly, trap, defend, return, collect, against</p> |
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| | <p><u>Athletics</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Develop the sprinting action and explore rhythm when running over obstacles • Develop jumping, hopping and skipping actions • Explore safely jumping for distance and height • Develop overarm throwing for distance <p><u>Striking and fielding</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Develop striking a ball with their hand and equipment with some consistency • Understand that there are different roles within a fielding team • Develop coordination and technique when throwing over and underarm • Catch with two hands with some coordination and technique <p><u>Ball skills</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Roll, throw and kick a ball to hit a target • Develop catching a range of objects with two hands • Catch with and without a bounce • Consistently track and collect a ball being sent directly • Dribble a ball with hands and feet with some control | <p><u>Athletics</u> Balance, jump, fast, aim</p> <p><u>Striking and fielding</u> Run, pass, roll, team, space, around, backwards, forwards</p> <p><u>Ball skills</u> roll, space, kick, bounce, throw, stop, listen</p> | <p><u>Athletics</u> direction, far, bend, improve, hop, safely</p> <p><u>Striking and fielding</u> Hit, throw, points, score, target, catch</p> <p><u>Ball skills</u> points, target, pass, score, catch, send</p> | <p><u>Athletics</u> Speed, jog, sprint, pace, take off, landing, swing, height, distance, overarm, underarm</p> <p><u>Striking and fielding</u> Place, strike, runs, track, backstop/wicket keeper, underarm, accuracy, overarm</p> <p><u>Ball skills</u> Overarm, distance, dribble, underarm collect</p> |
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Knowledge

Substantive Knowledge

Autumn Term 1

Team building – **How will working together help our mental health?**

Lesson 1 – To understand how to follow instructions and work with others

- Listen to or read carefully the instructions, think about the information before completing instructions
- Make a plan before beginning
- Work with a partner and small group, supporting and encouraging them

Lesson 2 – To know how to cooperate and communicate in a small group to solve challenges

- Decide with others on a plan to help you complete the challenge
- Ensure all members of the team are able to contribute their ideas
- Use clear instructions

Lesson 3 – To know how to create a plan with a group to solve the challenges

- Discuss all of the ideas, saying why they might help to solve the challenge
- Reflect on what their team did well and how can they improve
- Make sure all of their team is included

Lesson 4 – To understand how to communicate effectively and develop trust

- Use clear, short instructions when guiding their partner
- Place trust in others
- Understand the task and provide clear instructions to help complete it

Lesson 5 – To know how to work as a group to solve problems

- Focus on what their team is doing and their plan
- Use positive language when communicating with teammates
- Persevere when completing the challenge

Lesson 6 – To understand how to work with a group to copy and create a basic map

- Include all members of their team
- Listen to and share ideas
- Understand their role in the challenges they are set

Fitness – **What do you notice about your breathing when exercising?**

Lesson 1 – To understand how to run for longer periods without stopping

- Don't run too quickly when they start
- Understand that running at a steady speed will help them run for a longer period of time
- Show determination not to stop running during the challenges

Disciplinary Knowledge

Team building

Skills – communication, basic principles

Communication.

Children will be expected to communicate effectively with their partners

Basic principles

Children will learn how to create, change and reflect on ideas and strategies, whilst showing honesty and fair play.

Fitness

Skills – balance and co-ordination, competition, performance

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Lesson 2 – To know how to develop coordination and timing when jumping in a long rope

- Watch the rope coming as it comes over their head and jump just before it gets to them
- Communicate with their partner to turn the rope together
- Persevere with skipping and turning challenges even if they find them difficult

Lesson 3 – To know how to develop individual skipping

- Jump, bend, jump, bend rhythm
- Turn first, then jump
- Persevere with the skipping challenges

Lesson 4 – To understand how to take part in a circuit to develop stamina and agility

- Bend down low and push off quickly when changing direction
- Recognise changes in their body when they exercise
- Challenge themselves to continue to work for the whole time

Lesson 5 – To understand and explore exercises that use your own body weight

- Complete the exercises carefully and slowly
- Take turns with their partner
- Understand how strength helps them in their everyday lives

Lesson 6 – To understand and develop 'ABC' agility, balance and coordination

- Keep their head up
- Use their arms to help them move quickly
- Persevere with the footwork patterns even if they find them difficult

Autumn Term 2

Yoga – **How can you control your focus?**

Lesson 1 – To understand how to copy and repeat yoga poses

- Breathe in and out slowly when in their yoga poses
- Suggest ideas for poses
- Confident to share their ideas

Lesson 2 – To know and develop an awareness of strength when completing yoga poses

- Concentrate on breathing whilst in the pose
- Recall and select poses from poses they have learnt
- Lead a small group safely around the space

Lesson 3 – To understand and develop an awareness of flexibility when completing yoga poses

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Yoga

Skills – balance and co-ordination, basic principles

Balance and co-ordination

Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Pupils will start to understand what mindfulness is and how to be aware of their body and how poses and techniques help them to connect to their body.

- Used controlled breathing in through their nose and out through their mouth
- When breathing out, try to stretch a little further
- Understand and follow instructions

Lesson 4 – To know, copy and remember actions linking them to a flow

- Order poses so that they flow easily from one to the other
- Work with their partner, sharing ideas and listening to each other
- Make quick decisions with others to solve a challenge

Lesson 5 – To understand how to create a flow and teach it to a partner

- Be clear when giving their instructions so that their partner knows what to do
- Order poses so that they flow easily from one to another
- Think of their own ideas to create a desert flow

Lesson 6 – To understand and explore poses and create a yoga flow

- Order poses so that they flow easily from one to the other
- Work with their partner, sharing ideas and listening to each other
- Identify how yoga makes them feel

Gymnastics – **How does speed improve sequences?**

Lesson 1 – To understand how to perform gymnastic shapes and link them together

- Be as still as a statue
- Hold each shape for 5 seconds
- Choose shapes that link well together to create a short sequence

Lesson 2 – To know how to use shapes to create balances

- Be as still as a statue
- Hold the balance for 5 seconds
- Squeeze their muscles so they feel hard
- Use imagination to create and explore balances

Lesson 3 – To understand how to link travelling actions and balances using apparatus

- Change the levels they use within their sequence
- Use different parts of their body to travel on
- Select balances and travelling actions to create a sequence

Lesson 4 – To know how to demonstrate different shapes, take off and landings when performing jumps

- Bend their knees when jumping and landing
- Keep their head and chest up
- Use shape jumps to make their sequence interesting
- Select actions to build a sequence

Gymnastics

Skills – sequence, communication, balance and co-ordination, performance
Sequence – children will understand the sequence in which they climb on and off apparatus. Also, children will understand how to take part in a gymnastic sequence.

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Lesson 5 – To understand how to develop rolling and sequence building

- Keep their shape throughout the roll
- Transition smoothly from one action to the next
- Select actions to build a sequence

Lesson 6 – To know how to develop sequence work on apparatus

- Use a starting and finishing position
- Use rolls, jumps, balances, travelling movements and shapes to create a sequence
- Identify what makes a good performance and use this to provide feedback to others

Spring Term 1

Dance – **How does dance help my feelings?**

Lesson 1 – To know and remember, repeat and link actions to tell the story of the dance

- Use counts of 8 to help them stay in time
- Use different levels and shapes
- Provide feedback using key words

Vocabulary: level, shape, counts

Lesson 2 – To understand how dynamics can show an idea

- Think about how they perform each action
- Use counts of 8 to stay in time
- Work with a partner to share ideas and create

Vocabulary – action

Lesson 3 – To understand how to use counts of 8 to help stay in time with the music

- Mirroring which is when they reflect the movement of their partner as if they were a mirror image
- Matching which is when they perform the same movement at the same time
- Work with a partner to share ideas

Vocabulary – mirror

Lesson 4 – To understand, copy, remember and repeat actions using facial expressions to show different characters

- Change their expression to show the different characters
- Use clear, exaggerated actions
- Confidence when performing using facial expressions to tell the story

Vocabulary – slow, fast, pose, speed

Lesson 5 – To know how to explore pathways and levels

- Use counts of 8 to stay in time with the music

Dance

Skills – sequence, communication, balance and co-ordination, basic principles

Sequence - children will understand the importance of sequence when following and making a dance routine using simple movement patterns.

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will be learning the basic principles of vocabulary along with rhythmic understanding and learning how to count the beat to stay in time with the music.

- Collaborate when rehearsing a class performance
- Reflecting on their dance so far to make improvements

Vocabulary – pathway, balance

Lesson 6 – To understand, remember and rehearse our circus dance showing expression and character

- Change their expression to show different characters
- Use clear, exaggerated actions
- Use counts of 8 to stay in time with the music
- Persevere when practising their dance

Vocabulary – direction, timing

Target Games – **How does challenge motivate you to improve?**

Lesson 1 – To understand target games and consider how much power to apply when aiming at a target

- Point their arm in the direction of the target as the object is released
- Identify their own and others' success
- Manage their emotions regardless of the results

Vocabulary – space, target, teammate, partner

Lesson 2 – To understand how to score in different target games using overarm throwing

- Keep their elbow high
- Step forward as they throw
- Select the appropriate skill for the situation

Vocabulary – overarm, underarm, release, throw

Lesson 3 – To understand different target games using the skill of kicking

- Step next to the ball and kick with the inside of their foot
- Persevere when challenges are tricky
- Consider the power put on an object and the effect this has on the distance

Vocabulary – accurate, against, points, distance

Lesson 4 – To understand and develop striking to a target

- Use less force if the target is close and more force when the target is further away
- Comprehend how power affects distance
- Manage their emotions when playing games

Vocabulary – send, distance, far

Lesson 5 – To understand and develop hitting a moving target

- Aim slightly ahead of where the target is moving
- Consider the speed or height of the moving target

Target games

Skills – balance and co-ordination, competition, basic principles

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Basic principles

Children will understand the importance of following rules and how these help the game run smoother.

- Make appropriate decisions in different challenges

Vocabulary – score

Lesson 6 – To know and select an appropriate skill to play a game

- Listen to each other's ideas and decide how to play
- Point their hand/foot or object where you want the ball to go as you release or strike it
- Consider how much power to use for each activity

Spring Term 2

Invasion – **How can we develop balance and coordination?**

Lesson 1 – To understand what being in possession means and support a teammate to do this

- Keep the ball close to their body to keep possession
- Look up and around them to see their teammate, space and any defenders
- Use creativity to keep possession of the ball

Vocabulary – possession, teammate, bounce pass, chest pass, attacker

Lesson 2 – To know and use a variety of skills to score goals

- Control of the ball during shooting action
- Travel at speed when performing a shot
- Develop decision making when in attack; shoot or pass?

Vocabulary – team, score, kick, throw, bounce, roll, dribbling, goal

Lesson 3 – To understand and develop stopping goals

- Be ready and react quickly when someone is about to shoot
- Do not be afraid of the ball
- Keep their eyes on the ball
- Understand why it is important to keep arms up and be ready when being a goalkeeper and defender

Vocabulary – stop, send, received

Lesson 4 – To understand how to gain possession of the ball

- Do not be afraid when intercepting a pass
- Stand so they can see the attacker and the ball
- Develop problem solving skills to help their team gain possession of the ball

Vocabulary – defender, listen

Lesson 5 – To understand how to mark an opponent

- Stand sideways so they can see their attacker and the ball
- Stay close to their attacker and always be ready to intercept the ball
- Respect their opponent and the rules that are set

Vocabulary – pass, space, dodge

Invasion

Skills – communication, balance and co-ordination, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will develop catching, throwing and hitting a ball with accuracy by tracking the journey of the ball.

Lesson 6 – To know how to apply simple tactics for attacking and defending

- Apply skills learned in the game situations
- Communicate with their teammates
- Select and apply correct techniques and skills within a variety of situations

Vocabulary – points

Sending and Receiving – **Does a sequence of actions help your success in sending a ball?**

Lesson 1 – To understand how to roll a ball towards a target

- Bend down low, opposite foot to the arm you release with steps forward
- Let go of the ball when their hand is pointing at the target
- Identify what they can do to improve

Vocabulary – target, release, send

Lesson 2 – To understand how to track and receive a rolling ball

- Make eye contact before sending the ball
- Watch the ball and get their body behind it by moving their feet as it comes towards them
- Identify what they can do to improve

Vocabulary – track, receive, roll, stop

Lesson 3 – To understand how to stop, send and receive a ball with your feet

- Place their foot behind a ball to cushion it
- Use the inside of their foot to pass the ball
- Understand who to pass to and to score points

Vocabulary – kick, control, space

Lesson 4 – To understand and develop throwing and catching skills

- Finish with their hand where they want the ball to go
- Move their feet to the ball
- Use two hands and wide fingers to catch the ball
- Watch the ball as it comes towards them

Vocabulary – catch, bounce, team

Lesson 5 – To know and develop throwing and catching skills

- Push the ball with two hands
- Release the ball when their hands are pointing at the target
- Use two hands and wide fingers to catch the ball

Vocabulary – throw, accurate, aim

Lesson 6 – To understand how to send and receive a ball using a racket

- Move from the ready position to track the ball
- Point their hand in the direction they want the ball to go in

Sending and receiving

Skills – communication, balance and co-ordination, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will be understanding how a range of equipment can send and receive a ball in different ways and how accuracy is linked to co-ordination and preparation.

- Identify what is the same when sending and receiving any object

Vocabulary – racket, safely, listen

Summer Term 1

Net and Wall – **Why does communication help you succeed as a team?**

Lesson 1 – To understand and develop racket familiarisation

- Begin in the ready position to prepare for a ball coming towards you
- Hold the racket on the grip with a relaxed wrist
- Recognise when to catch the ball

Vocabulary – ready position, space, defend, collect, bounce

Lesson 2 – To understand placing an object

- Make contact with the ball when their racket is facing the target
- Send the ball into spaces away from their opponents
- Recognise where the best place to send the ball is

Vocabulary – return, roll, stop, underarm receive

Lesson 3 – To understand how to use the ready position to defend space on court

- Return to the centre of their space each time
- Use the ready position to defend a space
- Recognise the best position and space to stand in to defend their side of the court

Vocabulary – partner, team, score, point, net

Lesson 4 – To understand and develop returning a ball with hands

- Move quickly from the ready position to meet the ball
- Watch the ball carefully as it comes towards them
- Reflect on their learning and choose the right skill for them.

Vocabulary – racket, throw, trap

Lesson 5 – To understand and develop returning a ball using a racket

- Being in the ready position and watch the ball as it comes towards them
- Make contact with the ball when their racket is facing their target
- Understand when to make contact with the ball

Vocabulary – safely, listen

Lesson 6 – To know when to move to an opponent to win a point

- Send the ball around the court to create space
- Send the ball to the far sides of the court
- Recognise where the space is and send the ball away from their opponent

Vocabulary – opponent, against, quickly

Net and wall

Skills – communication, balance and co-ordination, competition, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Basic principles

Children will develop catching, throwing and hitting a ball with accuracy by tracking the journey of the ball. They will also develop the basic principles of sportsmanship.

Athletics – **What can you do to improve your own performance?**

Lesson 1 – To understand and develop the sprinting action

- Balance when running by alternating arms and legs
- Run on the balls of their feet
- Take big strides when running fast

Vocabulary – sprint, balance, bend

Lesson 2 – To understand and develop jumping for distance

- Bend their knees to help them push off
- Look forward at take-off and landing
- Soft bent knees when landing
- Swing their arms up at take off

Vocabulary – jump, distance, take off, landing, swing

Lesson 3 – To know and develop technique when jumping for height

- Drive their arms upwards to help them jump higher
- Jump from a balanced starting position
- Look forward at take-off and landing
- Use different techniques to tackle different obstacles

Vocabulary – height, hop, safely

Lesson 4 – To know and develop throwing for distance

- Place their opposite leg to throwing arm forward
- Stand sideways on to the direction of the throw
- Throw from a balanced starting position

Vocabulary – overarm, improve, far

Lesson 5 - To know and develop throwing for accuracy

- Keep their eyes looking at the target
- Point their hand at their target after they throw
- Throw from a balanced starting position

Vocabulary – underarm, direction, aim

Lesson 6 – To understand and develop technique when taking part in an athletics carousel

- Keep soft knees when linking running and jumping movements
- Look forward at take-off and landing
- Throw from a balanced starting position
- Try their best at each station and encourage each other to work for the whole time

Vocabulary – speed, jog, pace, fast

Athletics

Skills – communication, balance and co-ordination, performance, competition

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Summer Term 2

Striking and Fielding – **Is competing always important in games?**

Lesson 1 – To know how to track a rolling ball and collect it

- Move their feet to get in line with the ball
- Use simple tactics when playing games
- Communicate with others to complete challenges

Vocabulary – track, roll, target, score

Lesson 2 – To understand how to develop accuracy in underarm throwing and consistency in catching when fielding a ball

- Bring the ball in to their body
- Finish with their hand pointing towards their target
- Look at the ball
- Meet the ball with their hands out ready to catch
- Step forward with their opposite foot to throwing hand

Vocabulary – catch, underarm, accuracy, pass, runs, throw

Lesson 3 – To understand how to develop accuracy with overarm throwing to send a ball over a greater distance and limit a batters scoring

- Finish with their hand pointing towards the target
- Keep their elbow high in line with their shoulder
- Select an appropriate action for the situation

Vocabulary – overarm

Lesson 4 – To know how to develop striking a ball for distance and accuracy

- Follow through with their piece of equipment or hand/foot to help them get power
- Look at where the fielders are standing before deciding where to hit
- Identify which piece of equipment to use to allow them to hit the furthest and most accurately

Vocabulary – hits, points, place

Lesson 5 – To understand how to develop decision making to get a batter out

- Look at where the batter is before making a decision about where to send the ball
- Make sure the person they are throwing to is looking at them
- Make quick decisions

Vocabulary – backstop/wicket keeper

Lesson 6 – To know how to develop decision making when under pressure

- Look at where the ball is before deciding to run on to the next base
- Look at where the batter is before making a decision about where to send the ball

Striking and fielding

Skills – communication, balance and co-ordination, competition

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

- Make decisions based on the situations

Vocabulary – team, space, around, run, strike

Ball Skills – **How is practicing the skills going to improve your performance?**

Lesson 1 – To understand how to roll a ball to hit a target

- Bend down low and place their opposite foot to rolling arm forward
- Let go of the ball when their hand is pointing at the target
- Recognise changes in their body when they are exercising

Vocabulary – roll, target, points

Lesson 2 – To know how to develop coordination and be able to stop a rolling ball

- Keep their eyes on the ball
- Move their feet to receive the ball
- Understand that if they roll the ball away from others, they will score more points

Vocabulary – stop, score, collect

Lesson 3 – To know how to develop technique and control when dribbling a ball with your feet

- Keep the ball close to their feet using soft touches
- Use different parts of their foot to control the ball
- Use soft touches with their feet to keep good control

Vocabulary – dribble, space

Lesson 4 – To understand control and technique when kicking a ball

- Direct the inside of their foot at their target
- Use soft touches with their feet to keep good control
- Use the inside of their foot to kick the ball

Vocabulary – kick, pass

Lesson 5 – To know how to develop coordination and technique when throwing and catching

- Let go of the ball when their hand is pointing at the target
- Place their hands together to catch the ball with two hands
- Put the opposite foot forward to their throwing arm
- Watch the ball as it comes towards them

Vocabulary – throw, catch, underarm, overarm, distance

Lesson 6 – To know how to develop control and coordination when dribbling a ball with your hands

- Push the ball back down on the magic moment
- Spread their fingers wide and push the ball down with their fingertips
- Challenge themselves by dribbling with one hand

Vocabulary – send, bounce, listen

Ball skills

Skills – communication, balance and co-ordination, performance

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Communication

Children will be expected to communicate effectively with their partners

Concepts

Mental Wellbeing

Physical Development

Challenge

SKILLS

Sequence

Communicating

Balance and Co-ordination

Performance

Competition

Basic Principles

END OF YEAR ASSESSMENT

Working at expected

Qualities of a subject expert

Team building

- Pupils can follow instructions carefully.
- Pupils can say when they were successful at solving challenges.
- Pupils can share their ideas and help to solve tasks.
- Pupils can work co-operatively with a partner and a small group.
- Pupils can show honesty and can play fairly.
- Pupils understand how to use, follow and create a simple diagram/map.

Fitness

- Pupils can describe how their body feels during exercise.
- Pupils can link different hoop skills to create a routine.
- Pupils can show hopping and jumping movements with some balance and control.
- Pupils can persevere with new challenges.
- Pupils can show determination to continue working over a longer period of time.
- Pupils understand that running at a slower speed will allow them to run for a longer period of time.
- Pupils work with others to turn a rope and encourage others to jump at the right time.

Yoga

- Pupils can begin to provide feedback using key words
- Pupils can copy, remember and repeat yoga flows

Children to be classed as an expert if they meet all working at expected. Consider as well the children's participation in sport extra-curricular clubs both in and out of school.
 Become more competent, confident and expert in their techniques. Understand what makes a performance effective.
 Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
 Understand and apply the long-term health benefits of physical activity.

- Pupils can describe how their body feels during exercise
- Pupils can move from one pose to another thinking about their breath
- Pupils can use clear shapes when performing poses
- Pupils can work with others to create simple flows showing some control

Gymnastics

- Pupils are beginning to provide feedback using key words.
- Pupils are proud of their work and confident to perform in front of others.
- Pupils can describe how their body feels during exercise.
- Pupils can perform the basic gymnastic actions with some control and balance.
- Pupils can plan and repeat simple sequences of actions.
- Pupils can use directions and levels to make their work look interesting.
- Pupils can use shapes when performing other skills.
- Pupils can work safely with others and apparatus.

Dance

- Pupils are beginning to provide feedback using key words.
- Pupils can copy, remember, repeat and create dance phrases.
- Pupils can describe how their body feels during exercise.
- Pupils can show a character and idea through the actions and dynamics I choose.
- Pupils can use counts to stay in time with the music.
- Pupils can work with a partner using mirroring and unison in our actions.
- Pupils show confidence to perform.

Target games

- Pupils can use an underarm throw to hit a target with some success.
- Pupils can use an overarm throw to hit a target with some success.
- Pupils are beginning to select the appropriate throw for the target.
- Pupils understand what good technique looks like and can use key words in the feedback they provide.

- Pupils can describe how their body feels during exercise.
- Pupils can work co-operatively with a partner and a small group.

Invasion

- Pupils are beginning to provide feedback using key words.
- Pupils can describe how their body feels during exercise.
- Pupils can dribble a ball with their hands and feet with increasing control.
- Pupils can find space away from others when playing games.
- Pupils can move with a ball towards my goal.
- Pupils can send and receive a ball with increasing consistency with hands and feet.
- Pupils can stay close to another player to try to stop them from getting the ball.
- Pupils understand the rules and can use them to keep a game going.
- Pupils understand what to do when they are an attacker and a defender.

Sending and receiving

- Pupils are beginning to provide feedback using key words.
- Pupils are beginning to trap and cushion a ball that is coming towards me.
- Pupils can accurately kick a ball to a partner.
- Pupils can accurately throw a ball to a partner.
- Pupils can catch a ball passed to them, with and without a bounce.
- Pupils can describe how their body feels during exercise.
- Pupils can roll a ball to hit a target.
- Pupils can track a ball and stop it using my hands and feet.
- Pupils can work co-operatively with a partner and a small group.
- Pupils can work safely to send a ball towards a partner using a piece of equipment.

Net and wall

- Pupils can defend space on my court using the ready position.
- Pupils can describe how their body feels during exercise.
- Pupils can hit a ball over the net and into the court area.
- can throw accurately to a partner.
- Pupils can use simple tactics to make it difficult for an opponent.
- Pupils know how to score points and can remember the score.
- Pupils show good sportsmanship when playing against an opponent.

Athletics

- Pupils can describe how their body feels during exercise.
- Pupils can identify good technique.
- Pupils can jump and land with control.
- Pupils can link running and jumping movements with some control and balance.
- Pupils can use an overarm throw to help me to throw for distance.
- Pupils can work with others, taking turns and sharing ideas.
- Pupils can show balance and co-ordination when running at different speeds and in different directions.
- Pupils try their best.

Striking and fielding

- Pupils are beginning to provide feedback using key words.
- Pupils are developing underarm and overarm throwing skills.
- Pupils can describe how their body feels during exercise.
- Pupils can roll a ball to hit a target.
- Pupils can sometimes hit a ball using a racket.
- Pupils can track a ball and collect it.
- Pupils can use simple tactics.
- Pupils know how to score points and can remember the score.
- Pupils understand the rules of the game and can use these to play fairly in a small group.

Ball skills

- Pupils are beginning to provide feedback using key words.
- Pupils are beginning to understand and use simple tactics.
- Pupils can describe how their body feels during exercise.
- Pupils can dribble a ball with their hands and feet with some control.
- Pupils can roll and throw a ball to hit a target.
- Pupils can send and receive a ball using both kicking and throwing and catching skills.
- Pupils can track a ball and collect it.
- Pupils can work co-operatively with a partner and a small group.