



P.E Curriculum Overview – Year Two

P.E Lead – Mrs K Hanlon

Term	Topic	Subject Specific Vocabulary	Knowledge and Skills Children will be able to:
Autumn 1	Run throw jump	Awareness, teamwork, scoring, side stepping, retrieve, power, turning, sprinting, positions, actions, core strength, obstacles, underarm, height, over arm, restrictions, pace, accuracy, space, static	<p>To play with a partner to complete the purpose of a task by working together.</p> <p>To count objects gathered to record a score.</p> <p>To be aware of others around when running.</p> <p>To change direction whilst performing different actions.</p> <p>To explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p> <p>To create power with legs to turn effectively.</p> <p>To participate in obstacle relay</p> <p>To modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top</p> <p>To transition between movement whilst maintaining balance</p> <p>To participate in three different throwing games</p> <p>To use a variety of different throws according to the game</p> <p>To explore which throws are better for accuracy, which are better for distance and which are better for height</p> <p>To choose appropriate throws for different games</p> <p>To copy and repeat actions with accuracy.</p> <p>To analyse performance to judge differences in the game at the beginning and the end.</p> <p>To use arms to increase speed when sprinting.</p> <p>To perform a variety of static and dynamic balances</p> <p>To identify the difference between a static and dynamic balance (balancing whilst walking/moving)</p> <p>To devise own static and dynamic balance sequence</p> <p>To throw demonstrating an application of power</p> <p>To attempt to throw with accuracy</p> <p>To explain how resistance affects the flight of an object</p> <p>To explore different types of throwing</p> <p>To participate in a jumping game and concentrate on co ordination</p>
Autumn 2	Send and return	Distance, focus, directions, throwing, hitting, bounce, rallies, underarm, feeding, twisting, dominant and non-dominant side, feeder, return, accurate, team work, quick acceleration, movement, grip, aim	<p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To anticipate the flight of the ball fed from partner.</p> <p>To keep on toes and move towards the line of the ball and return.</p> <p>To identify their dominant and non-dominant side for sending a ball.</p> <p>To play a modified game to send and return using dominant and non-dominant sides.</p> <p>To play a modified game introducing boundaries</p> <p>To use throwing and catching skills to play with a team to score points</p> <p>To develop agility in isolated challenges.</p>

			<p>To perform with increased agility in a conditioned game.</p> <p>To use correct grip to hold a tennis racquet.</p> <p>To send, receive and stop a ball using a racquet along the ground.</p> <p>To use self feed to hit ball to partner.</p> <p>To be able to self-feed to send a ball to a partner using a racquet</p> <p>To attempt to combine skills to perform a rally.</p>
Spring 1	Gymnastics	<p>Perform, balance, roll, jump, rock, spin, shapes, start and finish, power, strength, distance, control, levels, patterns, flexibility, holding, patterns, travelling, speed, sequence, movements, elements, pathways.</p>	<p>To perform dances using simple movement patterns.</p> <p>To use prior learning from Year 1 Gymnastics Unit to create a 4-element sequence.</p> <p>To combine balance, rolling, jumping, rocking and spinning.</p> <p>To perform using a recognised start and finish shape.</p> <p>To recognise how to create power in jumps.</p> <p>To participate in strength challenges (squat challenge, jumping distance and endurance challenge).</p> <p>To show ways to jump with power and control.</p> <p>To define how gymnastic elements can link smoothly and continuously.</p> <p>To explore transitions between elements.</p> <p>To use linking movement that improve a performance.</p> <p>To define in simple terms flexibility.</p> <p>To demonstrate in shapes their full range of flexibility.</p> <p>To choose, adapt and perform shapes at different levels.</p> <p>To perform various travel movements at different speeds.</p> <p>To identify suitable speeds for different types of travel.</p> <p>To show how these speeds apply to different moves in a sequence.</p> <p>To choose elements from the unit to apply to a simple sequence.</p> <p>To perform a sequence of between 4 and 6 elements.</p> <p>To select appropriate elements to get maximum points.</p>
Spring 2	Dance	<p>Dance, movement, sequence, perform, shapes, rehearse, speed, feelings, actions, unison, alone, group work, duet, relationship, unison, canon, levels, solo, independently, actions, twisting, spinning, rolling, jumping, direction, speed,</p>	<p>To perform dances using simple movement patterns.</p> <p>To explore the whole body actions to create linked shapes and balances.</p> <p>To apply the idea of a theme to a dance.</p> <p>To compose a dance phrase which responds to the visual stimulus.</p> <p>To create a sequence of movements for performance with starting and finishing positions.</p> <p>To demonstrate comprehension of the story through dance.</p> <p>To work cooperatively to improve and adapt the sequence.</p> <p>To create a duet based on the relationship between the penguin and the snowman. (story link)</p> <p>To explore, unison, levels and canon within the choreography.</p> <p>To discuss how others could develop their performances.</p>

		patterns, creativity, imagination, musicality, formation, actions, choreography, positions, counts	<p>To explore the theme of Penguin Small's adventure.</p> <p>To create a short dance solo which demonstrates changes in direction and speed.</p> <p>To explore footwork with creativity, based on visual stimulus.</p> <p>To use movement imaginatively, responding to the music with some attempt at musicality.</p> <p>To change the speed, level and direction of movements.</p> <p>To select actions as a group to create a short dance phrase which reflects rhythmic qualities.</p> <p>To explore formations through dance sequence.</p> <p>To perform dance phrases that express ideas and feelings.</p>
Summer 1	Attack, Defend, Shoot	Control, space, dribbling, sole, inside, outside, left, right, passing technique, stop, receive, throwing, catching, aiming, direction, bouncing, defending, scoring, kicking, team work	<p>To send the ball with feet by kicking.</p> <p>To send the ball varying distances using harder and softer kicks.</p> <p>To receive and stop the ball with feet.</p> <p>To pass the ball to another player.</p> <p>To kick the ball to score points.</p> <p>To work as a team to keep possession in a defined area.</p> <p>To pass the ball for accuracy.</p> <p>To demonstrate receiving and passing.</p> <p>To play in a game with defined areas.</p> <p>To play as part of a team to attack and defend.</p> <p>To move the ball independently by bouncing.</p> <p>To move the ball using basketball style dribbling.</p> <p>To link bouncing and passing.</p> <p>To play collaboratively to attack a goal.</p> <p>To play with and against others.</p> <p>To make some attempt at attacking collaboratively.</p> <p>To make choices on where to stand when defending as part of a team</p>
Summer 2	Hit, Catch, Run	Fielding, batting, catching, hitting, running, bases, kicking, defending, bowling, bowling, aiming, underarm, releasing, self feed, runner, fielders, bases, backstop, passing	<p>To work as a team to field a ball back to a base.</p> <p>To run and touch cones to score points.</p> <p>To participate in a variety of roles.</p> <p>To sprint to correct areas to score points.</p> <p>To work to better runs scored.</p> <p>To use kicking to send a ball to score points.</p> <p>To use underarm throwing skills to feed/bowl a ball to a player.</p> <p>To position body to perform stepping action for bowling.</p> <p>To use bowling/feeding skills in a game situation.</p> <p>To experiment with different bats to see which are easier or harder to hit with.</p>

			<p>To make choices about where you are going to hit the ball.</p> <p>To stand in positions ready to catch a ball.</p> <p>To field to catch and throw to teammates to stop opponents scoring runs.</p> <p>To play as part of a team to field and hit to score.</p> <p>To apply simple tactics to gameplay.</p> <p>To play in different roles and positions.</p>
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