

PE Medium Term Planning- Year 2

Key Knowledge

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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.

Year group Year 2	Key Knowledge	Physical skills	Social skills	Emotional skills	Thinking skills
Autumn 1 Fundamentals-Year 2	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping, and 	<ul style="list-style-type: none"> To take turns with others when sharing equipment. To decide with a partner which route to take. To show respect for others by playing within the rules. To communicate with others to decide who to try and tag. To work with others, taking turns and helping them to remember the actions. To encourage others to keep trying. 	<ul style="list-style-type: none"> To work to the best of my ability. To try my best and not give up. To play honestly, returning to the start line if caught. To challenge myself to beat my lowest score. To persevere with new challenges. To persevere with the skipping challenges even 	<ul style="list-style-type: none"> To create a jumping pattern with different take offs and landings. To identify differences between jogging and sprinting. To make quick decisions when playing games. To discuss and identify which action is best for me to get me across the stream in the lowest number of jumps/hops/skips. To copy, link and remember

	challenging situations.	skipping actions. <ul style="list-style-type: none">• To develop co-ordination and combining jumps.• To develop combination jumping and skipping in an individual rope.		if I find them difficult.	action ... <ul style="list-style-type: none">• To use the teaching points to help me to improve.
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Autumn 2
Team Building Year 2

By working as a team, children develop important life skills like problem solving, listening, leadership, and creative thinking. Nurturing teamwork skills also develops higher levels of self-confidence, self-esteem, empathy, and compassion.

- To follow instructions and work with others.
- To co-operate and communicate in a small group to solve challenges.
- To create a plan with a group to solve the challenges.
- To communicate effectively and develop trust.
- To work as a group to solve problems.
- To work with a group to copy and create a basic map.

- To work with a partner and small group, supporting and encouraging them.
- To communicate clear instructions to others to help them to complete the challenge.
- To make sure that all of my team are included.
- To give clear instructions to my partner to guide them.
- To use kind words to support and encourage others.
- To include all members of my team.

- To persevere in the challenges I am set.
- To be confident to contribute my ideas.
- To try my best.
- To place trust in others.
- To persevere when completing a challenge.
- To be accepting of the ideas we choose.

- To think about the information given to me before acting and make a plan with my group to help us to solve the challenge.
- To understand the task and strategies to complete it.
- To identify what we did well as a team and how we could improve.
- To understand the task and provide clear instructions to help complete it.
- To persevere when completing a challenge.
- To understand my role in the challenges I am set.

<p>Spring 1 Dance- Year 2</p>	<ul style="list-style-type: none"> • To know you can use different parts of your body within a dance sequence. • To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. • To use the correct terminology for body parts involved in dance routines. • To know that you can change levels and direction throughout a sequenced dance routine. • To know you can use repetition and patterns within dance sequences. 	<ul style="list-style-type: none"> • To repeat, link and choose actions. • To create actions and accurately copy other's actions. • To copy, remember and repeat actions using facial expressions to show different characters. • To perform in unison creating shapes with a partner. • To be able to mirror a partner and create ideas. • To copy, repeat and create actions in response to a stimulus. 	<ul style="list-style-type: none"> • To move sensibly to keep myself and others safe. • To teach a partner the actions I have created. • To work safely around others. • To share ideas with a partner to create travelling actions and balances. • To share ideas with a partner and come to a decision together about which actions to include. • To decide with a partner the order of our actions. 	<ul style="list-style-type: none"> • To be considerate of others when providing feedback. • To be confident to share my ideas. • To be confident to perform using facial expressions to help to tell the story. • To be confident to perform. • To be accepting if my ideas are not used. 	<ul style="list-style-type: none"> • To respond to changes in my body when I exercise. • To provide feedback to others about their performance. • To create actions that represent an idea. • To observe others and think of ways to improve my own performance. • To observe and provide feedback about the travelling actions and pathways used.
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<p>Spring 2 Gymnastics- Year 2</p>	<ul style="list-style-type: none"> • To know how to correct stretch muscles in the warm up. • To have a basic understanding that conditioning builds muscle strength & endurance. • To know how to safely land and finish skills. • To know all basic gymnastics shapes. • To know how to safely forward roll. • To understand that it is important for us to warm up before we start gymnastics. • To know that we only jump once on a springboard • to know the rhythm and order of a cartwheel - hand, hand, foot foot. • To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. • to know how long balances are held for (3 	<ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus. 	<ul style="list-style-type: none"> • To teach a partner my sequence. • To work safely with others. • To be respectful when watching others perform. • To be aware of others when working. • To share a working space with a partner. 	<ul style="list-style-type: none"> • To be confident to share my ideas • To work independently to create my own balances. • To be confident to perform in front of others. 	<ul style="list-style-type: none"> • To choose shapes that link well together to create a short sequence. • To use imagination to create and explore balances. • To select balances and travelling actions to create a sequence. • To select actions to build a sequence. • To identify what makes a good performance and use this to provide feedback to others.
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Summer 1 Striking and Fielding- Year 2	<ul style="list-style-type: none"> • Knows and can describe how the body feels during and after different physical activities. • Knows that physical activity is important to stay healthy. • Knows how to use hitting, kicking and/or rolling in a game. • Knows and can decide the best space to be in during a game. • Knows how to use a tactic in a game. • Know and can follow rules 	<ul style="list-style-type: none"> • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. 	<ul style="list-style-type: none"> • To communicate with others to complete challenges. • To encourage my teammate as they are working. • To communicate with teammates to decide together what to do. • To make decisions with others. • To communicate with my team to limit a batters score. 	<ul style="list-style-type: none"> • To be honest when keeping my own score. • To try my best. • To challenge myself to beat my own score. • To be accepting and can control my emotions when playing competitively. 	<ul style="list-style-type: none"> • To use simple tactics when playing games. • To understand that their are different roles in the game and to know how to play my part. • To select the appropriate action for the situation. • To identify which piece of equipment to use to allow me to hit the farthest and most accurately. • To make quick decisions.
Summer 2 Yoga- Year 2	<ul style="list-style-type: none"> • That exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises. 	<ul style="list-style-type: none"> • To copy and repeat yoga poses. • To develop an awareness of strength when 	<ul style="list-style-type: none"> • To be respectful of other people's learning and not distract them. 	<ul style="list-style-type: none"> To be confident to share my ideas. To try my best. To show honesty when playing games. To show confidence to 	<ul style="list-style-type: none"> • To suggest ideas for poses. • To recall and select poses from the poses we have learnt.

	<ul style="list-style-type: none"> ● The importance of stretching and staying hydrated. 	<p>completing yoga poses.</p> <ul style="list-style-type: none"> ● To develop an awareness of flexibility when completing yoga poses. ● To copy and remember actions linking them into a flow. ● To create a flow and teach it to a partner. ● To explore poses and create a yoga flow. 	<ul style="list-style-type: none"> • To lead a small group safely around the space. • To move safely around others. • To work with others, sharing ideas to create a flow. • To teach a partner using clear instructions. To lead others, demonstrating a yoga pose for them to copy. 	<p>share my ideas with the class. To sit calmly and focus on one thing. To concentrate on my breathing.</p>	<ul style="list-style-type: none"> • To understand and follow instructions. • To make quick decisions with others to solve a challenge. • To think of my own ideas to create a desert flow. • To identify how yoga makes me feel.
<p>GDS Opportunities</p>	<ul style="list-style-type: none"> -Can they persevere with a task and improve their performance through regular practice? -Can they set personal challenges and are able to achieve these? -Can they review, analyse and evaluate their own and others' strengths and weaknesses? -Can they effectively transfer skills from one sport to another? -Can they work effectively as a team showing good sportsmanship? -Can they show a great understanding of rules and tactics and adapt tactics where necessary? -Can they show ability and confidence performing skills at a competitive level? -Can they show an understanding of the health and fitness side of PE? -Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm? -Do they show the skills to lead a group or become a sports leader? 				