| **Year 2** |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Gymnastics**  | 1 | Gymnastics Shapes revisited  | PhysicalTo further develop basic Gymnastic shapesThinkingTo watch a specific element of a performance and talk about what they have seen.Social and EmotionalTo watch a specific element of a performance and talk about what they have seen. |  |
| 2 | Moving using hands | PhysicalTo travel with body weight partly supported by hands.ThinkingTo link a balance with a travelling action.Social and EmotionalTo comment on an action, movement or shape that has been performed well |
| 3 | Jumping  | PhysicalTo perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing.ThinkingTo comment on an action, movement or shape that has been performed wellSocial and EmotionalTo describe what they have seen (individual actions and shapes and sequences). |
| 4 | Balance | PhysicalTo demonstrate strength and control when performing balances using different body parts.ThinkingTo describe what they have seen (individual actions, shapes and sequences).Social and Emotional Learning ObjectiveTo use apparatus safely, including the positioning of mats and benches |
| 5 | Rocking  | PhysicalTo perform rocking actions in pike and straddle shapes with good strength and body tension demonstratedThinkingTo know how to make a sequence easier.Healthy Active LifestylesTo describe what happens when their body temperature increases. |
| 6 | Rolling  | PhysicalTo perform a forward roll with control and with a clear starting and finishing positionThinkingTo use comments from the teacher and other children to improve their own performanceHealthy Active LifestylesTo describe what happens when their body temperature increases |
| 7 | Rolling | PhysicalTo perform a forward roll with control and with a clear starting and finishing positionThinkingTo use comments from the teacher and other children to improve their own performanceHealthy Active LifestylesTo describe what happens when their body temperature increases |
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| **Dance** | 1 | Creating movements and sequences based on theme | PhysicalTo create and explore body actions which resemble aspects of a given theme, performing them with control.ThinkingTo describe some of the movements and dynamics used in another child’s performance.Social and EmotionalTo identify the skills and ideas they perform well. |  |
| 2 | Creating movements and sequences based on theme | PhysicalTo explore, remember and link a range of actions, performing them with increasing control.ThinkingTo describe the actions created and give simple reasons for why they were performed at different speedsSocial and EmotionalTo identify the skills and ideas they perform well. |
| 3 | Creating movements and sequences based on theme | PhysicalTo compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination.ThinkingTo describe how a dance makes them feel and identify what they like and dislike about a performance.Social and EmotionalTo identify the skills and ideas others perform well. |
| 4 | Creating movements and sequences based on theme | PhysicalTo compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.ThinkingTo describe how a dance makes them feel and identify what they like and dislike about a performance.Healthy Active LifestlyesTo explain the benefits of a thorough warm up. |
| 5 | Creating movements and sequences based on theme | PhysicalTo compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.ThinkingTo describe how a dance makes them feel and identify what they like and dislike about a performance.Healthy Active LifestlyesTo explain the benefits of a thorough warm up. |
| 6 | Creating movements and sequences based on theme | PhysicalTo compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.ThinkingTo describe how a dance makes them feel and identify what they like and dislike about a performance.Healthy Active LifestlyesTo use appropriate language to describe the changes to their bodies during exercise (heart rate, temperature increase/decrease). |  |
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| **Games** | 1 | Tactical awareness and spatial awareness  | PhysicalTo be aware of each other when playing chasing and avoiding gamesThinkingTo identify where to run and deciding when is the best time to move in chasing and avoiding gamesSocial and EmotionalTo watch what others do and describe what they see. |  |
| 2 | Dribbling  | PhysicalTo use one or two hands to dribble a ball, including changing speed and direction.ThinkingTo use skills when under pressure in personal best challenges.Social and EmotionalTo watch what others do and describe what they see. |
| 3 | Underarm throwing | PhysicalTo move a ball or bean bag from one hand to the other when stationary and when moving.To catch with one hand when working individually and with a partner.ThinkingTo choose the skills and ideas that meet the needs of a specific game.To identify high quality skills and performanceSocial and EmotionalTo watch each other perform and identify what ideas and skills are being used. |  |
| 4 | Passing (throwing) | PhysicalTo use two hands to send a large ball accurately to a partner or a targetThinkingTo keep possession of the ball and choose the right time to attempt to score. To identify the skills and ideas they perform wellHealthy Active LifestyleTo watch each other perform and identify what ideas and skills are being used. |
| 5 | Rolling, retrieving and throwing | PhysicalTo run after and towards a rolling or bouncing ball, retrieve and throw to return.ThinkingTo understand how to be alert, prepared and ready to help and support a team.Social and EmotionalTo identify high quality skills in another child’s performance and copy. |
| 6 | Throwing accuracy  | PhysicalTo aim at high, low, stationary and moving targets.To throw accurately and with controlwhen moving.ThinkingTo choose the best way to stop an opponent from scoring points.Social and EmotionalTo identify high quality skills in another child’s performance and copy. |
|  | 7 | Moving and catching  | PhysicalTo move into space to catch a ball or bean bag (stationary or moving).ThinkingTo choose the best way for a team or individual to score points.Healthy Active LifestyleTo explain how to make an activity safe by introducing/changing equipment and/or the number of children |
| 8 | Dribbling  | PhysicalTo dribble a ball using feet, including changes of speed and direction.ThinkingTo use game specific basic tactics to score more points.Healthy Active LifestyleTo explain how to make an activity safe by introducing/changing equipment and/or the number of children. |
| 9 | Passing  | PhysicalTo send a ball to a moving (partner) or a stationary target using their feet.ThinkingTo use basic tactics that are appropriate for different types of games.Healthy Active LifestyleTo describe how their body feels after a running activity. |
| 10 | Racket skills | PhysicalTo bounce a ball up and down on a racket with control.ThinkingTo understand and follow the rules for different types of games.Healthy Active LifestyleTo describe how their body feels after a running activity. |
| 11 | Striking  | PhysicalTo strike a ball away from a partner or towards a stationary target.ThinkingTo look for space away from an opponent and strike a ball towards it.Healthy Active LifestyleTo describe how their body feels after a catching activity and compare it to a running activity. |

| **Athletics**  | 1 | Running  | PhysicalTo further develop children’s running technique and understanding of paceThinkingTo select the correct pace for the different races.Social and EmotionalTo use comments from the teacher and other children to improve their own performance |  |
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| 2 | Running and changing direction  | PhysicalTo move with control and fluency whilst changing direction.ThinkingTo improve children’s ability to run for a prolonged period of time.Social and EmotionalTo use comments from the teacher and other children to improve their own performance. |  |
| 3 | Running as part of a team | PhysicalTo improve children’s coordination whilst stationary and moving.ThinkingTo select an appropriate action to use in a relay type event.Social and EmotionalTo use comments from the teacher and other children to improve their own performance. |  |
| 4 | Throwing | PhysicalTo improve children’s ability to send a large ball accurately to a target with two hands.w what pace means and to perform the correct running technique when travelling at different pacesThinkingTo identify one way in which they can throw the ball over a larger distance.Healthy Active LifestyleTo understand what a warm-up is and how it prepares them for the lesson |  |
| 5 | Throwing accurately  | PhysicalTo accurately throw a variety of sized balls into near, far, high and low targets.w what pace means and to perform the correct running technique when travelling at different pacesThinkingTo estimate what changes they will need to make when throwing different sized balls the same distance or the same sized ball different distances. |  |
| 6 | Jumping  | PhysicalTo develop different types of take-off and landing techniques.ThinkingTo describe how making different shaped jumps affect distance.Healthy Active LifestyleTo talk about how being out of breath can affect their performance. |  |
| 7 | Distance jumping  | PhysicalTo improve children’s ability to jump further.ThinkingTo select jumps to use in the competition, describing why this type of jump was chosen.Healthy Active LifestyleTo find their heartbeat and describe how it beats. |  |
| 8 | Competition  | PhysicalTo use the skills covered in the unit in a competitive activity/ series of activities.ThinkingTo follow the basic rules for the different events.Healthy Active LifestyleTo find their heartbeat and describe how it beats. |  |

\*ongoing skill throughout year