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|  | Year 2 | | Subject: PE | |
| | <p><u>KS1 Key Knowledge</u> Pupils will develop the fundamental skills of object control, locomotion and stability which are essential for a lifelong love of sport and physical activity. They will take part in a variety of activities, including those with competitive elements, to practice these skills. Through a range of exciting opportunities within and beyond lessons, children will develop a passion for sport and physical activity, leading to individuals with a strong understanding of how to keep fit and healthy.</p> | | | |

| Prior learning | Future learning |
|---|--|
| <p>Year 1</p> <ul style="list-style-type: none"> • 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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Use fundamental skills in paired games and group activities. • Children will practise using each fundamental skill in isolation and in coordination with each other. | <p>Key stage 2</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, collaborating and competing with each other. • They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

| Key learning | Possible evidence |
|--|---|
| <p>Pupils will be taught the following practical physical skills:</p> <ul style="list-style-type: none"> • Confidence using travelling techniques such as running, side-stepping, galloping, sliding, skipping and leaping, applying those to game-like situations and within differing environments. • Roll and throw balls and similar objects accurately and with purpose. • Jump and land effectively and safely from differing heights. • Use space effectively during game situations. • Collaborate with others well to achieve an outcome, i.e. winning a game / scoring. • Continue to support and encourage teammates and show consistent sportsmanship to opponents. • Lead and follow others in game situations. • Ability to use each of the fundamental skills competently in isolation and in competitive game play. • Show confidence using each of the skills with purpose. • Show adaptability and flexibility to alter strategy depending on the game in play. • Demonstrate a good ability to follow warm ups/ cool downs make suggestions for a range of different body parts <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Understand how body parts can move and how they can be used in isolation/ coordination. • Understand that our body is made up of muscles and bones which work together to help us to move. • Develop and enhance understanding of the importance of a healthy balanced diet and active lifestyle. Give suggestions of what this entails. Design a healthy lunchbox. • Name the fundamental skills and know what they need to do to improve further. | <p>Possible observations to be completed:</p> <ul style="list-style-type: none"> • break and lunchtimes • PE lessons (using the different skills within a range of different sporting activities and games) • sports events (sports day) • outdoor learning time <p>Assessments to be completed:</p> <ul style="list-style-type: none"> • Baseline termly fitness assessment • Baseline fundamental skills test each term • Health and fitness knowledge (understanding a balanced diet) |

Locomotion

Walking
Running
Jogging
Sprinting
Jumping
Leaping
Broad Jump
Hopping
Landing
Skipping
Side-Stepping
Galloping
Sliding
Rotation/Twisting

Object Control

Rolling
Overarm Throw
Underarm Throw
Throwing
Catching
Chest Pass
Bounce pass
Dribbling
Kicking
Hitting
Trapping (Football)
Striking
Guarding
Defending

Stability

Static Balance
Dynamic Balance
Centre Of Gravity
Points Of Contact
Hold
Shape
Motion
Transition

Common misconceptions

During game situations:

- Lack of understanding regarding the positions to play
- Lack of knowledge regarding rules of the sport/ activity
- Limited understanding of the areas on the court/ pitch and what happens at each point
- Lack of Understanding of team work
- Limited knowledge of sportsmanship and what it entails
- Limited experience playing competitively leading to frustration and anger

During cooperative skill building exercises/ drills:

- Lack of control/ experience using fundamental skills
- Lack of knowledge using techniques needed for the specific sport
- Unable to work collaboratively with a partner or small group

During adult led activities

- Inability to listen and follow clear instruction
- failure to observe and take in simple instructions
- distractions from equipment and unfamiliar learning area

personal misconceptions/ difficulties

- lack of experience leads to poor self-assessment
- inability to understand and show awareness of personal strengths and weaknesses
- getting frustrated if they cannot complete a task or learn a skill straight away
- Struggle to give constructive feedback to others
- Fear of making mistakes
- Fear loosing
- Be too aggressive and unable to cooperatively play mini games

Apply knowledge in familiar related contexts

Activities

- **Throwing-**
Throw different types of equipment in different ways, for accuracy and distance. Throw and bounce a ball with a partner. Throw a ball in a range of different ways.
- **Catching-**
Stance, hand positioning, motion, from height, at speed, more than one item, different sized objects, cushioning. Understand how to receive a ball. Think about stance, arm position, motion and hand positioning.
- **Jumping-**
2, 2 2, 1 1, 2 1, 1 Jump and land safely from different heights. Understand how to use the body to jump higher, further side to side and in different directions.
- **Striking-**
Use striking skills in isolated, paired and game practice. Practice basic striking, sending and receiving. Use different rackets and sports bats. Learn how to hold the different equipment correctly and wield them safely. Learn about stance. Hit short vs long. Directional aiming. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.
- **Running-**
Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game
- **Kicking-**
Kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Understand Kick a ball at different heights, distances and when you would choose to kick in different ways
- **Agility-**
I can move and change direction at speed. I can maneuver around, over and through different obstacles.
- **Balance-**
I can hold a balance safely, I can balance in a range of ways. I can balance as I move across different obstacles.
- **Coordination-**
Use hand-eye coordination to control a ball and / or objects, Use body parts in unison to move and play a variety of mini games and sports.

Evidence

To be gathered during PE lessons, Daily mile, play times, collaborative opportunities, health based science lessons

Children secure for their year will demonstrate

- Confidence
- Consistent performance
- A good understanding of rules,
- A good use of tactics and strategies
- Clear, consistent technique
- The ability to adapt and change depending on the situation
- Good collaboration and sportsmanship.
- The ability to help others to improve
- A good self-awareness
- A clear accurate understanding of targets and strengths...

Swimming -Overcoming the fear

Through the use of mini game, challenges , dances and fun activities KS1 children will learn to:

- Respect the facilities and get changed independently
- Move around the poolside calmly and safely
- Enter the water safely
- Using armbands place body under water to shoulder height
- Splash face with water
- dip face into the water
- Hold nose and submerge entirely under water
- Holding the bar kick legs up and down
- Using the woggle to support hands kick legs to swim the width of the pool
- Without a woggle swim in doggy paddle one width of the pool
- Hold a float on chest swim on your back one width
- Begin to swim a width without floatation devices for support

Swimming tracking

- Complete Bug Lawton Swimming assessment 2020 for each child. (This tracking will then be passed on to the year 4 teacher when they start swimming lessons again.)

