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

| **Athletics** | 1 | Running | Physical  To further develop children’s running technique and understanding of pace  Thinking  To select the correct pace for the different races.  Social and Emotional  To use comments from the teacher and other children to improve their own performance |  |
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| 2 | Running and changing direction | Physical  To move with control and fluency whilst changing direction.  Thinking  To improve children’s ability to run for a prolonged period of time.  Social and Emotional  To use comments from the teacher and other children to improve their own performance. |  |
| 3 | Running as part of a team | Physical  To improve children’s coordination whilst stationary and moving.  Thinking  To select an appropriate action to use in a relay type event.  Social and Emotional  To use comments from the teacher and other children to improve their own performance. |  |
| 4 | Throwing | Physical  To 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 paces  Thinking  To identify one way in which they can throw the ball over a larger distance.  Healthy Active Lifestyle  To understand what a warm-up is and how it prepares them for the lesson |  |
| 5 | Throwing accurately | Physical  To 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 paces  Thinking  To 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 | Physical  To develop different types of take-off and landing techniques.  Thinking  To describe how making different shaped jumps affect distance.  Healthy Active Lifestyle  To talk about how being out of breath can affect their performance. |  |
| 7 | Distance jumping | Physical  To improve children’s ability to jump further.  Thinking  To select jumps to use in the competition, describing why this type of jump was chosen.  Healthy Active Lifestyle  To find their heartbeat and describe how it beats. |  |
| 8 | Competition | Physical  To use the skills covered in the unit in a competitive activity/ series of activities.  Thinking  To follow the basic rules for the different events.  Healthy Active Lifestyle  To find their heartbeat and describe how it beats. |  |

\*ongoing skill throughout year