











The PE Curriculum Year 2

Intent	<p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>
Implementation	<p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics & striking and fielding.</p> <ul style="list-style-type: none"> • The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. • We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE. • Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week. • Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities. • Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new • Children from Year 3 and 4 access swimming for 3 terms. <p>To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.</p>
Impact	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p>

Year 2 – Autumn 1		Unit 1 – Games: Object Control	
National Curriculum Objectives Covered			
<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 activitiesparticipate in team games, developing simple tactics for attacking and defending			
Overall Outcomes			
ALL: Can control an object coming towards them			
MOST: Can control and move an object accurately using			
SOME: Can control and move an object accurately and consistently			
Prior Learning			
Year 1			
Can predict where to move to stop a ball			
Show awareness of moving into a space and receiving on the move.			
Select appropriate throw (underarm/overarm)			
Select the best way to send			
Show awareness of purpose when sending an object			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Recognise and move into a space	Consistently select appropriate skill for different situations	Consistently show teamwork and fair play	Develop own attacking and defensive tactics
Show understanding of marking	Know difference between a shot and a pass	Move into a space appropriately	Show high levels of awareness of game principles
Anticipate opportunities to intercept	Quickly identify space and react accordingly.	Develop own attacking / defensive strategies	Show leadership qualities to support and encourage
Know the difference between a pass and a shot	Understand marking and react to an attack	Use tactics in a game situation	Have some creative input into the creation of a game
Apply skills and knowledge effectively in a game situation.	Evaluate own performance	Demonstrate elements of flair and creativity in game situations	Evaluate activity and make appropriate changes
Select appropriate technique in a given situation	Consistency show awareness of game principles		Implement attacking and defensive tactics in a game
	Give and act on effective feedback		
	Select appropriate technique in a given situation		
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to throw and catch instinctively		Roll with accuracy and control	
Know good technique when striking		Throw with increased accuracy	
		Can throw to themselves consistently.	
		Show elements of leadership and decision making in a group	
		Demonstrate good technique when striking	
Subject Guidance for teachers			

Overview			Social and Emotional		Key Vocabulary	
<p>-Striking is about hitting a target (normally a ball) with our hand or equipment.</p> <p>-Fielding is about learning the skills of <u>catching</u>, <u>tracking</u> and <u>stopping</u> a ball. It is also about <u>throwing</u> or <u>rolling</u> it to others to stop a batter scoring runs.</p> <p>-We can also use equipment to strike balls, for example bats, sticks and rackets.</p> <p>-When fielding, it is important to <u>work as a team</u>, thinking about our position & the position of others.</p> <p>-We should always follow the <u>rules</u> and <u>correct techniques</u> of striking and fielding to stay safe.</p>			<p><u>Cooperation</u> Cooperating is about working together and helping others. In order to field effectively, team mates should be organised and work well together.</p> <p><u>Keeping Others Safe</u> Follow the rules and listen to the coach/ referees instructions. Store and handle equipment properly.</p> <p><u>Perseverance</u> Perseverance is about keeping going even when something is difficult or tiring. We should support and encourage others to do well, by praising their effort and their skills.</p>			<p><u>Communication</u> We need to communicate clear information to and from our teammates. Make sure that fielders know who should get the ball when, to avoid collisions.</p> <p><u>Respect and Kindness</u> Respect is the act of giving attention and showing care to others. It is important to be respectful to all of those who we play sport with.</p> <p><u>Challenging Myself</u> Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!</p>
						
Physical			Thinking/ Strategic			
Skill	Definition	How do I do this?				
Rolling 	To move a ball along a surface.	Point your hand at your target. -Step forward with your opposite leg. Your foot should point in the direction that you want the ball to go.	<p><u>Bat</u> – A bat is a piece of equipment that has a handle and a solid surface (normally made out of plastic or wood). We can strike cleanly by using the centre of the surface to hit a ball.</p> <p><u>Bases</u> – Bases can be marked out using cones. These are often the places that batters need to run to. We should consider how we organise our fielders to protect bases.</p> 			
Stopping 	To stop a ball so that it is no longer moving.	Move your feet to get in line with the ball as it is coming towards you. -Use two hands to stop the ball. Make sure that your palms are facing the ball, with wide fingers.				
Throwing 	To send the ball through the air from your hand.	-Make sure that the person that you are throwing to is ready. Use your other arm to point in the direction that you want the ball to go.				
Catching 	To take hold of the ball in your hands before it bounces.	-Watch the ball carefully. Bend your knees as you prepare to catch it. Close your hands around the ball and pull it in to your body.				
Striking 	To hit the ball with your hand or equipment.	-Stand slightly sideways from the person bowling/ throwing. Watch the ball carefully. Strike by moving your hand, bat away from you. Use the centre of your hand or bat to strike it.				
			<p><u>Transferring Skills</u> -We can <u>transfer</u> our striking and fielding skills to lots of different sports, for example:</p> <p>Rolling: bowls, bowling Stopping: goalkeeping Throwing: cricket, rounders Catching: basketball, rugby Striking: volleyball, tennis, cricket</p>			

Key Assessments

ALL:

- Can roll and control with some accuracy
- Use equipment to send an object
- Can move with an object
- Can move with an object
- Can move object with control
- Can control an object effectively

MOST:

- Can roll and control consistently
- Use equipment to send and control an object
- Can change direction whilst in control of an object
- Can change direction whilst in control of an object
- Can control different objects
- Can control an object at speed

SOME:

- Can self-evaluate performance

Use a variety of equipment					
Can change direction whilst in control of an object at speed					
Can change direction whilst in control of an object at speed					
Can use both hands effectively					
Can control an object at speed					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Stance	The way you are standing				
Position	Sitting, standing or lying in a certain way				
Accuracy	Doing something in an exact way without making a mistake				
Control	Making something work in the way you want it to work.				
Speed	The rate at which something moves or travels				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To roll and receive with control.	To use equipment to send and receive.	To control an object whilst moving using body part.	To use equipment to control an object whilst moving.	To use equipment to balance an object.	To send/ receive and control an object on the move.

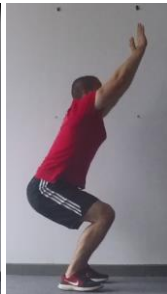
Year 2 – Autumn 2		Unit 2 – Athletics: Indoor	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities			
Overall Outcomes			
ALL: Know basic technique for running, jumping and throwing			
MOST: Use effective technique in running, throwing and jumping			
SOME: Consistently use effective technique when running, throwing and jumping			
Prior Learning			
Year 1			
Use sideways movement for a purpose.			
Self-select appropriate speed when moving.			
Select appropriate technique in a given situation.			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Jump and land safely. Describe and evaluate jumping action. Use correct technique to achieve maximum power. Recognise and describe what the body feels like after exercise.	Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery	Adapt pace to race situation. Develop preferred starting position Isolate parts of the jump in order to improve performance. Combine elements of jump to maximise distance.	Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know good technique when jumping for height and distance. Know different throws. Know and use correct techniques to throw an object.		Copy and develop a range of movements. Respond quickly to stimuli. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Self-select appropriate speed when moving. Link 2 or more movements with balance and agility.	
Subject Guidance for teachers			
Running			



Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

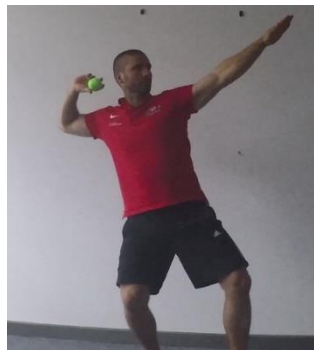
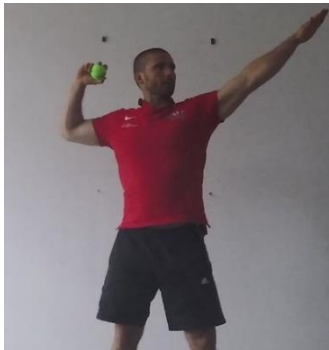
Jumping High



Jumping High

1. Knees are bent at least 90 degrees
2. Feet and legs are extended in full and fast action
3. Upward arm lift is coordinated with leg action
4. Head lifting and focused on target
5. Extend body fully and stretch arms out above head
6. Control landing and land close to take-off point

Overarm throw



Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

Jumping far



Jumping Far

1. Feet face forward, below shoulders
2. Bend knees
3. Rock gently
4. Swing arms
5. Take off from balls of feet
6. Arms swing forward and reach for trapeze
7. Land on 2 feet

TEACH

2 handed overarm throw

1. Opposite foot from throwing arm forward.
2. Legs give power, weight on back foot.
3. Bend knees and arch back slightly
4. Push hips forwards quickly.
5. Knees, hips then shoulder then arms then hands move forward in that order.
6. Emphasise throwing high and far.

Key Assessments

ALL:

Know principles of jumping for distance
 Know principles of jumping for height
 Can run with good posture and balance
 Know running technique
 Can use good throwing technique
 Know the difference between power and accuracy

MOST:

Demonstrate principles of jumping for distance
 Demonstrate principles of jumping for height
 Evaluate running performance
 Can apply technique in a race
 Can use technique to throw accurately
 Use good technique when throwing for distance

SOME:

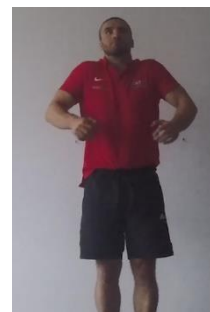
Consistently show good technique
 Adapt performance based on evaluation
 Can apply technique with speed
 Can consistently throw accurately
 Consistently show good technique

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Power	Having a lot of control and energy over the thing you are doing
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Accuracy	Doing something in an exact way without making a mistake				
Control	Making something work in the way you want it to work.				
Technique	A particular way of doing an activity				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know basic technique of jumping for distance.	To know basic technique of jumping for height.	Develop awareness of running technique.	To use effective running technique.	To throw with accuracy.	To throw with power.

Year 2 – Spring 1		Unit 3 – Dance: Performance Dance	
National Curriculum Objectives Covered			
• perform dances using simple movement patterns.			
Overall Outcomes			
ALL: Can perform a dance sequence			
MOST: Can create, refine and perform a dance sequence			
SOME: Can create, refine and perform a dance sequence in time to music. Can demonstrate leadership skills			
Prior Learning			
Year 1			
Show originality when moving on different levels.			
Improve sequences based on feedback			
Work collaboratively to adapt a sequence.			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.	Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.	Adapt and change a performance based on self-evaluation. Give appropriate feedback. Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance.	Perform movements and routines with originality and expression. Link movements to a story. Adapt and change performance based on self-evaluation.
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to perform sequence consistently in time with others. Know how to perform sequence in time with music.		Move appropriately in response to stimuli Move appropriately to music Copy and repeat a simple sequence consistently. Create and perform a dance sequence with expression. Create an original sequence and perform with timing and control. Change level in a sequence.	
Teacher Subject Knowledge and guidance			
Lunge	Piston Punch	Shoulder roll	



RIGHT STEP - Facing forward, right foot moves right, left foot joins it and clap.

LEFT STEP - As above but opposite.

LUNGE - Start with feet together, one large step forward bending the front and back knees at the same time.

SHOULDER ROLL - Feet shoulder width apart bend knees slightly, let arms hang loose and roll shoulders forward slowly in a large circle.

SQUATS - Feet shoulder width apart, arms stretched out in front, bend knees to 90 degrees and up again.

PISTON PUNCH - Children punch in the air using alternate hands. While arms are punching opposite leg should be marching. Perform over 2 counts.

Key Assessments

ALL:

- Can copy basic moves
- Can copy moves
- Can copy a simple sequence
- Can perform a sequence of moves
- Can perform a sequence of moves
- Can copy sequence of moves

MOST:

- Can create a basic dance move
- Can repeat moves consistently
- Can perform sequence in time with others
- Can create an original sequence of movements
- Can work collaboratively to adapt a sequence
- Can move in time to the music

SOME:

- Can copy moves with precision and a high level of performance
- Can show high levels of performance
- Can learn a sequence quickly and lead small groups
- Can create an original sequence and perform with timing and control

Show elements of leadership when working within a group Can move in time to music consistently.					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Alter	To change				
Sequence	Number of events that come one after the other in a particular order				
Timing	The time at which something should happen				
Performance	Entertaining an audience				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To explore dance moves.	To learn dance moves.	To perform a sequence of movements.	To create an original sequence.	To perform a sequence of movements.	To perform in time to music.

Year 2 – Spring 2		Unit 4 – Gym: Flight	
National Curriculum Objectives Covered			
<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			
Overall Outcomes			
ALL: Can perform basic gymnastic movements			
MOST: Can link gymnastic movements in a controlled way			
SOME: can work collaboratively to create a controlled, well-rehearsed gymnastic sequence			
Prior Learning			
Year 1			
Show tension in some movements and balances. Create an original 5-part sequence. Perform sequence as part of a competition with control, tension, and balance. Introduce a linking movement.			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback.	Consistently show tension and control. Perform leaps as part of a sequence. Create own sequence. Respond to and give appropriate feedback.	Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision	Adapt pace to race situation. Consistently show body tension. Perform original sequence with enthusiasm, precision, fluidity and balance Demonstrate sound understanding of gymnastic performance. Evaluate own and others performance. Adapt ideas showing gymnastic awareness. Adapt pace to race situation.
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know, describe and demonstrate effective gymnastic movements. Know and copy a 5 part sequence using gymnastic principles.		Consistently demonstrate effective and safe jumping and landing technique. Turn and spin consistently with control. Move in different ways with control. Consistently roll with control from different starting positions. Link jump and roll with control.	
Teacher subject knowledge			
Spin			



Spin

- 1- Step forward so one foot is in front of the other
- 2- same arm as front foot raised in front of body, bent at the elbow.
- 3- other arm facing towards back leg, extended.
- 4- transfer weight onto front foot, straighten front arm and open chest.
- 5- rear leg should be brought across standing leg and bent to create rotation.
- 6- for full spin bring arms into body.

Jump



Jumping

- 1- start in stable position
- 2- bend your knees
- 3- rock back
- 4- perform breast stroke arms and power forward on take-off.
- 5- push off from balls of feet.

Landing

- 1- both feet facing the same way
- 2- bend your knees
- 3- lower arms beside the body
- 4- nice and quiet.

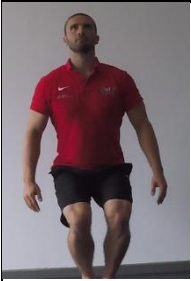
Tuck jump



Tuck Jump

1. Stand straight
2. Jump so legs tuck up tightly to the body
3. Land on 2 feet

Straddle jump



Straddle Jump

- 1- Stand straight
- 2- Jump whilst stretching arms out to the side
- 3- Legs stay straight and go out to the side
- 4- EXT- legs come out and forward

Stretch jump



Stretch Jump

- 1- Stand straight
- 2- Arms stretch straight above head
- 3- Legs stay straight and toes point towards the ground

Log roll

Log Roll

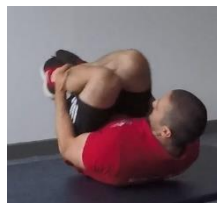
1. Children lie on mat with straight arms and legs with fingers and toes pointing.
2. Roll sideways travelling from back to front to back again going the same direction in one continuous motion.



Egg roll

Egg Roll

- 1- Start in a kneeling position with back straight.
- 2- Tuck up so back is parallel with floor.
- 3- Roll sideways .
- 4- Finish in original starting position.



Dish and hollow

Dish and Hollow

1. Same as Log Roll although this time arms and legs don't touch the floor at any point.
2. Start on back with straight arms and legs raised slightly in the air.
3. Children roll sideways onto their front, arching their back so arms and legs don't touch the floor and in one continuous motion keep rolling until on their back again.



Key Assessments

ALL:

- Know principles of take-off and landing
- Can land safely
- Can link jump and roll and can spin
- Can copy simple sequence
- Can listen and respond to feedback
- Can work effectively with a partner.

MOST

- Consistently demonstrate principles of take-off and landing
- Show tension in jumps
- Can link jump and roll with control and can spin with control
- Can perform a sequence with control
- Can give accurate feedback
- Can adapt a sequence

SOME

- Can explain principles of take-off and landing
- Demonstrate all jumps consistently with tension
- Can perform above linking movements with control consistently
- Can create a sequence
- Can identify strengths in self and others
- Can include a change of direction in a sequence.

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Poise	Calm and self-controlled
Precision	Doing something exactly as it should be done
Control	Make your body do what you want it to do.
Tension	Stretching your body tightly
Unison	All at the same time
Canon	Tuck yourself in like a ball

Medium Term Planning

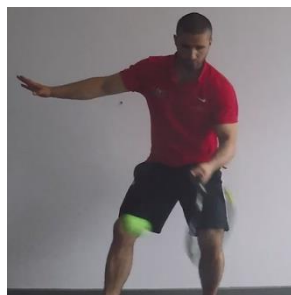
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know principles of take-off and landing.	To alter shapes in the air.	To explore basic linking movements.	To create a simple sequence.	To refine a simple sequence.	To adapt a simple sequence.

Year 2 – Summer 1		Unit 5 – Games: Net/Wall	
National Curriculum Objectives Covered			
<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 activitiesparticipate in team games, developing simple tactics for attacking and defending			
Overall Outcomes			
ALL: Can hit a moving ball with control			
MOST: Can hit a bouncing ball consistently with control			
SOME: Can hit a bouncing ball with a high level of accuracy			
Prior Learning			
Year 1			
Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving. Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment.			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation. Show basic fielding principles. React quickly to events in a game situation.	Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.	Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations	Consistently select the correct shot in any given situation. Use skills and knowledge to effectively win games. Contribute to group discussions. Lead group and resolve any conflicts
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	

<p>Hold racket effectively. Demonstrate correct hitting position.</p>	<p>Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions. Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately.</p>
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Teacher subject knowledge and guidance:

Forehand



Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

Catch



Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

TEACH Striking.

1. Eye on the ball
2. Comfortable body position
3. Body sideways on to the ball
4. Appropriate back lift
5. Follow through to the direction you want ball to go.

Key Assessments

ALL:

Can catch after a bounce

Can hold a racket effectively
 Can hit a ball accurately
 Can throw accurately
 Can hit a bouncing ball with control

MOST:

Can catch without a bounce
 Can show racket control
 Can demonstrate correct hitting position
 Hit a bouncing ball with control
 Hit a bouncing ball with control consistently

SOME:

Can catch in a sideways position
 Can show a level of comfort with racket
 Can use correct hitting position consistently
 Hit a bouncing ball with consistency and control
 Can react and adapt to different situations

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Co-ordination	Using different part of the body together efficiently
Control	Make the ball do what you want it to do
Position	Sitting, standing or lying in a certain way
Forehand	A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball.
Rally	A continuous series of shots that plays exchange without stopping

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To develop hand/eye co-ordination.	To consolidate racket skills.	To develop racket skills.	To develop racket/ eye co-ordination.	To develop racket/ eye co-ordination.	To hit with control.

Year 2 – Summer 2		Unit 6 – Games: Locomotion	
National Curriculum Objectives Covered			
<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 activitiesparticipate in team games, developing simple tactics for attacking and defending			
Overall Outcomes			
ALL: Can move at speed in a variety of ways			
MOST: Can change direction, demonstrating balance and agility			
SOME: Can change direction quickly and demonstrate quick reactions in order to evade			
Prior Learning			
Year 1			
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object			
Next Steps – Progression through the PE curriculum			
Year 3	Year 4	Year 5	Year 6
Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations Hit a moving ball consistently and accurately. Select appropriate shot for a given situation.	Show high levels of awareness of game principles Show leadership qualities to support and encourage Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Can adapt throwing and catching technique instinctively Demonstrate good technique when striking		Roll with accuracy and control Throw with increased accuracy Can throw to themselves consistently. Show elements of leadership and decision making in a group Demonstrate good technique when striking	
Teacher subject knowledge and guidance			



Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

Overview	
-Invasion games are team games in which we try to invade the other team's space.	
-There are normally two teams and two goals. We try to outscore the opposition in a set time period.	
-In KS1 invasion games, we learn the basic skills of sending, receiving and dribbling a ball. We also understand the ideas of attacking, defending and being 'in possession'.	
-We should learn the rules of a number of invasion games, showing respect and kindness towards our teammates and opponents.	

Physical		
Skill	Definition	How do I do this?
Dribbling	To move with the ball, keeping it in your possession.	-Keep the ball close to you using soft touches. -Push the ball slightly ahead of you when you are dribbling at speed. -Avoid defenders to stay in possession.
Passing	To give the ball to another member of your team.	-Look where teammates are before passing. Check carefully for opposition players. -Pass away from defenders to keep possession. -In football, use the inside of the foot to pass.
Finding Space	To find a space away from other players.	-Look at where team-mates and opposition players are. Move into a space away from them. -Call to teammates when you are free.
Dodging	To avoid the opposition using movement.	-Bend low when changing direction. -Turn your body to face a new direction. -Accelerate into space after changing direction.
Marking	To stay close to an opposition player.	-Stand sideways so that you can see both the attacker and the ball. -Stay close to the attacker, following movements.

Social and Emotional		Key Vocabulary
Cooperation Cooperating is about working together and helping others. Strong teams need each individual to cooperate with their teammates.	Communication We need to communicate to give and receive information from our teammates. We can do this through speaking, listening and body language.	
Supporting and Encouraging Encouraging and supporting others can help them to feel good and perform well.	Respect and Kindness Respect is the act of giving attention and showing care to others. It is important to be respectful to teammates, opponents, referees and coaches.	
Honesty and Fair Play Fair play is about learning the rules of the game and putting them into practice honestly.	Managing Emotions Whilst it is important try your hardest, you should remember that games and sports should be fun. Be considerate to others in victory and be respectful and kind to others in defeat.	

Thinking/ Strategic	
Goal - The area in which your team needs to get the ball in order to earn points.	-Success in invasion games is about using the space available.
Referee - The person in charge of making sure that the rules of the game are followed.	Make sure that you pass to teammates who are in a better position than you are.
Possession - Having control of the ball.	-Move into space to help your teammates, and mark the opposition to stop them from getting into space.
Opposition - The players on the opposite team.	

Key Assessments

ALL:

- Know a variety of movements
- Can move effectively in a straight line
- Can move sideways effectively
- Can change direction
- Can apply agility to game situations
- Can apply agility to different situations

MOST:

- Can develop movements to make them more efficient
- Can move at speed in a straight line
- Can use effective technique when moving sideways
- Can change direction effectively
- Can evade partner using a range of movements
- Can show creativity

SOME:

- Can move in various ways easily
- Use good technique when moving in a straight line
- Move sideways at speed
- Can react quickly to events
- Can change direction quickly
- Can show consistent agility and speed

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Speed	The rate at which something moves or travels				
Sideways	Moving left to right				
Evade	Move around so that you can avoid being touched or hit				
Balance	Remaining steady so you do not fall				
Co-ordination	Use different parts of your body together efficiently				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know a variety of ways to move	To move effectively in a straight line	To explore sideways movement	To change direction effectively	To use evasion and special awareness skills	To apply agility