
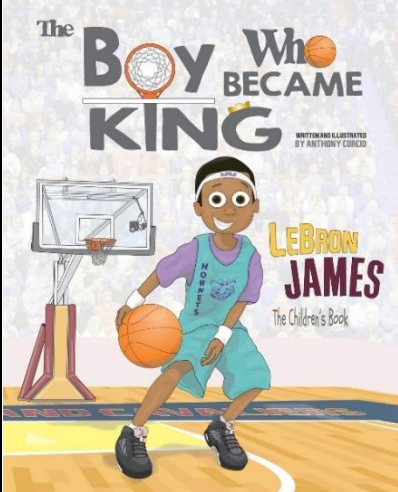






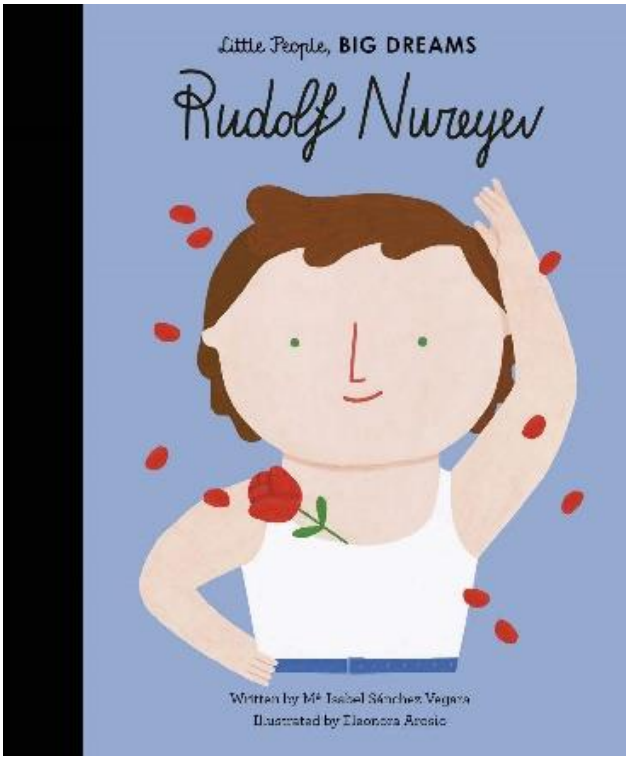
Curriculum Coherence – Year 2 - PE



Term 1	Mr Tilbury – Multi Skills (baseline) Class teacher – Throwing/Catching, Basketball	
<p>School Games Values</p> 	<p>Prior learning – Building on skills learnt in Year 1. Using throwing/catching skills in Autumn 1 to relate to a game situation (basketball).</p> <p>NC - 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</p>	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p><u>Multiskills</u> How to use their body to play a variety of different games.</p> <p>Throwing/Catching How to throw in different ways (underarm/overarm). How to stand when throwing, how to stand when catching.</p> <p>Basketball What a chest/bounce pass are. How to dribble. How to attack. How to defend.</p> <p><u>Questioning</u> How do you stand to throw? How do you stand to catch?</p> <p><u>Challenge</u> Throwing further distances, one hand catching, team leaders.</p> <p><u>Support</u> Paired with an expert learner, closer distances to throw and catch.</p>	<p>ACTIVITIES</p> <p><u>Multiskills</u> Basic movements & spatial awareness, moving with a ball, sending & receiving (rolling, throwing+catching, kicking), aiming, striking and fielding.</p> <p>Throwing/Catching Underarm throwing and catching with a bean bag and then moving onto using a tennis ball. Focus on stance for throwing and catching. Same as above with overarm throws. Begin to increase distance and group size in a variety of skills/games.</p> <p>Basketball Build on throwing and catching skills from before half term. What is a chest pass, how do we hold and release the ball for a chest pass? How can we be ready to catch a chest pass? Working on a bounce pass. Dribbling skills Scoring Playing a game of basketball</p>	<p>OUTCOMES</p> <p><u>Multiskills</u> PUPILS will know How to use their body for a variety of skills. will be able to Complete a variety of skills using all of their body. will understand Which body parts they need to use for each skill.</p> <p>Throwing/Catching PUPILS will know The correct stance for throwing and catching. will be able to Accurately throw both underarm and overarm. will understand What skills throwing/catching can lead to.</p> <p>Basketball PUPILS will know How to perform a chest/bounce pass will be able to Accurately throw and catch chest/bounce passes will understand How to attack/defend the ball.</p>
<p>VOCABULARY</p> <p><u>Multiskills</u> Move, space, send, receive, pass, throw, catch, aim.</p> <p>Throwing/Catching Overarm, underarm, accurate, stance</p> <p>Basketball Chest pass, bounce pass, dribble, hoop, court</p>		<p>LINKS Maths – counting, directional language. Science – the human body</p> <p>SMSC Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p>VALUES Co-operation, honesty, sharing, determination, excellence</p>
<p>SKILLS</p> <p><u>Multiskills</u> Co-ordination, balance, throwing, catching, moving</p> <p>Throwing/Catching Over/under arm throwing, catching, accuracy, distance</p> <p>Basketball Chest pass, bounce pass, catching, dribbling, shooting, scoring, attacking, defending</p>	<p>NEXT STEPS IN LEARNING</p> <p>KS2 NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	

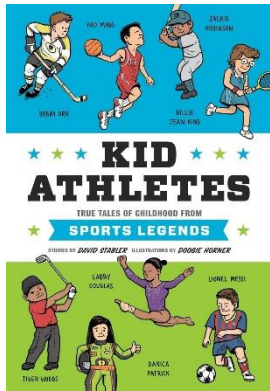


Curriculum Coherence – Year 2 - PE

<p>Term 2</p>	<p>Mr Tilbury – Gym Class teacher – Dance, SAQ</p>	
<p>School games values</p> 	<p>Prior learning - Building on skills in dance and gym from Year 1 in order to become more confident in self ability and evaluation performance. Using a range of skills from Year 1 and multiskills to develop SAQ skills.</p> <p>NC - 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 perform dances using simple movement patterns</p>	
<p>INTENT</p> <p>KNOWLEDGE</p> <p>Gym Creating routines that include a jump (pencil/tuck), a shape (tuck, straddle, pike, star, dish, arch) and a balance.</p> <p>Dance (BBC schools' radio programmes – The Great Fire of London and Aesop's Fables) Master basic movements including running and jumping. Develop balance, agility and co-ordination. Perform dances using simple movement patterns.</p> <p>SAQ Understand the meaning of the words speed, agility and quickness. Know what spatial awareness is. Be able to keep balance.</p> <p>Questioning How do you stand to throw? How do you stand to catch?</p> <p>Challenge Throwing further distances, one hand catching, team leaders.</p> <p>Support Paired with an expert learner, closer distances to throw and catch.</p>	<p>IMPLEMENTATION</p> <p>ACTIVITIES</p> <p>Gym</p> <ul style="list-style-type: none"> Lessons focusing on jumps, balances, shapes and rolls both on the floor and using apparatus. Opportunity to work independently, as a pair and in a group. Perform a sequence of movements and share this with others. Evaluate their own and others performances and give tips to improve. <p>Dance</p> <ul style="list-style-type: none"> 3x lessons on The Great Fire of London: <ol style="list-style-type: none"> Focus on a variety of movements, levels and stretches, sequencing how the fire started, spread and was put out 3rd lesson – put all moves together and perform and evaluate. 3x lessons on Aesop's Fables: <ol style="list-style-type: none"> Using moves learnt in previous lessons and applying this to move and act like different animals 3rd lesson – put moves together and perform and evaluate. <p>SAQ Use of circuit mats and other indoor athletic equipment to improve children's speed, agility and quickness.</p> 	<p>IMPACT</p> <p>OUTCOMES</p> <p>Gym PUPILS will know How to perform different jumps including pencil and tuck. will be able to Create routines both individually and in groups. will understand How to create a sequence of movements</p> <p>Dance PUPILS will know How to move round the room in different ways, including running, jumping and leaping. How to sequence a story through dance. will be able to Control their body movements and use balance to tell a story/act like different animals. will understand How to follow feedback from peers to improve performance.</p> <p>SAQ PUPILS will know What SAQ stands for. will be able to Build on skills in these 3 areas. will understand How exercise affects the body.</p>
<p>VOCABULARY</p> <p>Gym Balance, Apparatus, Sequence, Skill, Mount</p> <p>Dance Move, shape, balance, coordination.</p>	<p>LINKS Maths – counting and sequencing, direction. History (Great Fire of London) English (Aesop's Fables) Science SMSC</p>	

<p>SAQ Speed, Agility, quickness, balance</p> <p>SKILLS Gym Develop balances, jumps, shapes and rolls. Dance Develop balance, agility and coordination. SAQ Running, jumping, moving, finding space.</p>		<p>Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p>VALUES Co-operation, honesty, sharing, determination, excellence</p> <p>NEXT STEPS IN LEARNING KS2 NC: <i>Develop flexibility, strength, technique, control and balance.</i> <i>Perform dances using a range of movement patterns.</i> <i>compare their performances with previous ones and Demonstrate improvement to achieve their personal best.</i></p>
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Curriculum Coherence – Year 2 - PE 		
<p>Term 3</p>	<p>Mr Tilbury – Athletics, Hockey Class Teacher – Athletics, Orienteering</p>	
<p>School Games Values</p> 	<p>Prior learning - Build on skills from Year 1 as well as using throwing/catching and attacking/defending skills.</p> <p>NC - <i>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</i></p>	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE Hockey How to hold a hockey stick, how to strike a ball, how to stop a ball, how to pass a ball over a long distance. Athletics How to compete in a variety of athletic events including running, jumping and throwing. Orienteering Working cooperatively. Directional vocabulary – North, East, South, West, Left, Right, Forward Backward Map work Questioning How do you stand to throw?</p>	<p>ACTIVITIES Hockey Passing skills – push/slap Stopping the ball. Attacking skills Defending skills How to play a game. Athletics A variety of athletic events in preparation for sports day. Including sprinting races, relay races, throwing a javelin, target throwing. Orienteering Recognise where they are on a map and identify key locations. Sketch a given location. Problem solving and use logic. Use directional language to guide teammates/partners. Work cooperatively.</p>	<p>Hockey PUPILS will know How to accurately pass and stop the hockey ball. will be able to Correctly pass/stop the ball in order to play a game. will understand How to attack/defend in a game of hockey Athletics PUPILS will know How to improve their skills to beat their own personal best. will be able to Practice a variety of skills to prepare for sports day. will understand How to improve their own personal skills. Orienteering</p>

<p>How do you stand to catch?</p> <p>Challenge Throwing further distances, one hand catching, team leaders.</p> <p>Support Paired with an expert learner, closer distances to throw and catch.</p>		<p>PUPILS will know how to problem solve, use logic and work cooperatively.</p> <p>will be able to understand maps, direction language and how to guide somebody else.</p> <p>will understand the importance of clear instructions and team work.</p>
<p>VOCABULARY</p> <p>Hockey Dribble, push pass, slap pass, stop, score, attack, defend, tackle.</p> <p>Athletics Athlete, baton, javelin, sprint, false start, relay</p> <p>Orienteering Map, Key, Route, Location, direction, cooperate</p>		<p>LINKS Maths – counting, sequencing, directional language Geography – map work</p> <p>SMSC Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p>VALUES Co-operation, honesty, sharing, determination, excellence</p>
<p>SKILLS</p> <p>Hockey Dribbling, passing, stopping, attacking, defending.</p> <p>Athletics Sprinting, throwing, hitting a target.</p> <p>Orienteering Directions and directional language, problem solving, teamwork.</p>		<p>NEXT STEPS IN LEARNING</p> <p>KS2 NC: <i>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>