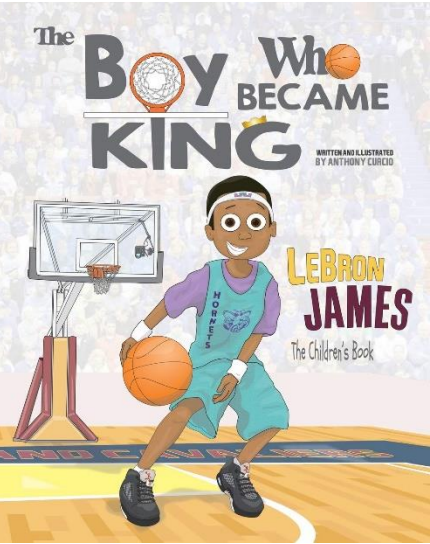





## Curriculum Coherence – Year 2 - PE

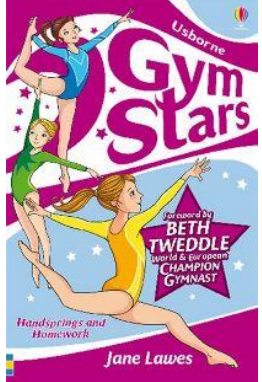
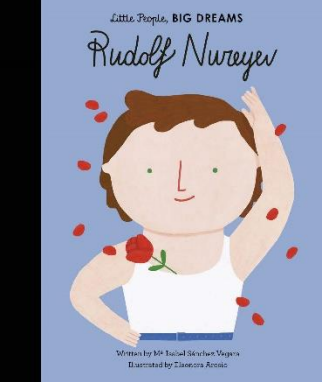
| Term 1  | Mr Tilbury – Multi Skills (baseline)<br>Class teacher – Throwing/Catching, Basketball   |  |
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|   | Prior learning – Building on skills learnt in Year 1. Using throwing/catching skills in Autumn 1 to relate to a game situation (basketball).<br>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   |  |
| INTENT  | IMPLEMENTATION  | IMPACT   |
| <p><b>KNOWLEDGE</b></p> <p><b>Multiskills</b><br/>How to use their body to play a variety of different games.</p> <p><b>Throwing/Catching</b><br/>How to throw in different ways (underarm/overarm). How to stand when throwing, how to stand when catching.</p> <p><b>Basketball</b><br/>What a chest/bounce pass are. How to dribble. How to attack. How to defend.</p> | <p><b>ACTIVITIES</b></p> <p><b>Multiskills</b><br/>Basic movements &amp; spatial awareness, moving with a ball, sending &amp; receiving (rolling, throwing+catching, kicking), aiming, striking and fielding.</p> <p><b>Throwing/Catching</b><br/>Underarm throwing and catching with a bean bag and then moving onto using a tennis ball. Focus on stance for throwing and catching.<br/>Same as above with overarm throws.<br/>Begin to increase distance and group size in a variety of skills/games.</p> <p><b>Basketball</b><br/>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?<br/>Working on a bounce pass.<br/>Dribbling skills<br/>Scoring<br/>Playing a game of basketball</p> | <p><b>OUTCOMES</b></p> <p><b>Multiskills</b><br/><b>PUPILS will know</b><br/>How to use their body for a variety of skills.<br/><b>will be able to</b><br/>Complete a variety of skills using all of their body.<br/><b>will understand</b><br/>Which body parts they need to use for each skill.</p> <p><b>Throwing/Catching</b><br/><b>PUPILS will know</b><br/>The correct stance for throwing and catching.<br/><b>will be able to</b><br/>Accurately throw both underarm and overarm.<br/><b>will understand</b><br/>What skills throwing/catching can lead to.</p> <p><b>Basketball</b><br/><b>PUPILS will know</b><br/>How to perform a chest/bounce pass<br/><b>will be able to</b><br/>Accurately throw and catch chest/bounce passes<br/><b>will understand</b><br/>How to attack/defend the ball.</p> |
| <p><b>VOCABULARY</b></p> <p><b>Multiskills</b><br/>Move, space, send, receive, pass, throw, catch, aim.</p> <p><b>Throwing/Catching</b><br/>Overarm, underarm, accurate, stance</p> <p><b>Basketball</b><br/>Chest pass, bounce pass, dribble, hoop, court</p>  |    | <p><b>LINKS</b><br/>Maths – counting, directional language.<br/>Science – the human body</p>   |
| <p><b>SKILLS</b></p> <p><b>Multiskills</b><br/>Co-ordination, balance, throwing, catching, moving</p> <p><b>Throwing/Catching</b><br/>Over/under arm throwing, catching, accuracy, distance</p> <p><b>Basketball</b><br/>Chest pass, bounce pass, catching, dribbling, shooting, scoring, attacking, defending</p>  |   | <p><b>NEXT STEPS IN LEARNING</b></p> <p><b>KS2 NC:</b><br/>Use running, jumping, throwing and catching in isolation and in combination.<br/>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>   |




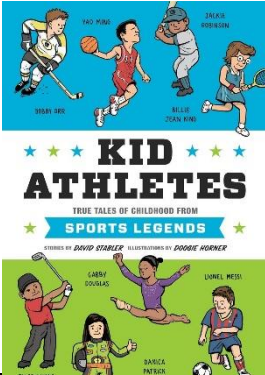
# Curriculum Coherence – Year 2 - PE

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| Term 2 | Mr Tilbury – Gym<br>Class teacher – Dance, SAQ  |
|        | 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.<br>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 |

| INTENT   | IMPLEMENTATION   | IMPACT  |
|--|--|---|
| <p><b>KNOWLEDGE</b></p> <p><b>Gym</b><br/>Creating routines that include a jump (pencil/tuck), a shape (tuck, straddle, pike, star, dish, arch) and a balance.</p> <p><b>Dance (BBC schools' radio programmes – The Great Fire of London and Aesop's Fables)</b><br/>Master basic movements including running and jumping. Develop balance, agility and co-ordination. Perform dances using simple movement patterns.</p> <p><b>SAQ</b><br/>Understand the meaning of the words speed, agility and quickness. Know what spatial awareness is. Be able to keep balance.</p> | <p><b>ACTIVITIES</b></p> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>Lessons focusing on jumps, balances, shapes and rolls both on the floor and using apparatus.</li> <li>Opportunity to work independently, as a pair and in a group.</li> <li>Perform a sequence of movements and share this with others.</li> <li>Evaluate their own and others performances and give tips to improve.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>3x lessons on The Great Fire of London:               <ol style="list-style-type: none"> <li>Focus on a variety of movements, levels and stretches, sequencing how the fire started, spread and was put out</li> <li>3<sup>rd</sup> lesson – put all moves together and perform and evaluate.</li> </ol> </li> <li>3x lessons on Aesop's Fables:               <ol style="list-style-type: none"> <li>Using moves learnt in previous lessons and applying this to move and act like different animals</li> <li>3<sup>rd</sup> lesson – put moves together and perform and evaluate.</li> </ol> </li> </ul> <p><b>SAQ</b><br/>Use of circuit mats and other indoor athletic equipment to improve children's speed, agility and quickness.</p>  | <p><b>OUTCOMES</b></p> <p><b>Gym</b><br/><b>PUPILS will know</b><br/>How to perform different jumps including pencil and tuck.<br/><b>will be able to</b><br/>Create routines both individually and in groups.<br/><b>will understand</b><br/>How to create a sequence of movements</p> <p><b>Dance</b><br/><b>PUPILS will know</b><br/>How to move round the room in different ways, including running, jumping and leaping. How to sequence a story through dance.<br/><b>will be able to</b><br/>Control their body movements and use balance to tell a story/act like different animals.<br/><b>will understand</b><br/>How to follow feedback from peers to improve performance.</p> <p><b>SAQ</b><br/><b>PUPILS will know</b><br/>What SAQ stands for.<br/><b>will be able to</b><br/>Build on skills in these 3 areas.<br/><b>will understand</b><br/>How exercise affects the body.</p> |

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| <p><b>VOCABULARY</b></p> <p><b>Gym</b><br/>Balance, Apparatus, Sequence, Skill, Mount</p> <p><b>Dance</b><br/>Move, shape, balance, coordination.</p> <p><b>SAQ</b><br/>Speed, Agility, quickness, balance</p> <p><b>SKILLS</b></p> <p><b>Gym</b><br/>Develop balances, jumps, shapes and rolls.</p> |   | <p><b>LINKS</b><br/>Maths – counting and sequencing, direction.<br/>History (Great Fire of London)<br/>English (Aesop's Fables)<br/>Science</p> <p><b>NEXT STEPS IN LEARNING</b><br/><b>KS2 NC:</b></p> |
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| <p><b>Dance</b><br/>Develop balance, agility and coordination.</p> <p><b>SAQ</b><br/>Running, jumping, moving, finding space.</p> |  | <p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p> <p>compare their performances with previous ones and Demonstrate improvement to achieve their personal best.</p> |
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| <b>Curriculum Coherence – Year 2 - PE</b>    |   |  |
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| Term 3  | Mr Tilbury – Athletics, Hockey<br>Class Teacher – Athletics, Orienteering   |  |
|   | Prior learning - Build on skills from Year 1 as well as using throwing/catching and attacking/defending skills.<br>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  |  |
| <b>INTENT</b>   | <b>IMPLEMENTATION</b>   | <b>IMPACT</b>  |
| <p><b>KNOWLEDGE</b></p> <p><b>Hockey</b><br/>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.</p> <p><b>Athletics</b><br/>How to compete in a variety of athletic events including running, jumping and throwing.</p> <p><b>Orienteering</b><br/>Working cooperatively.<br/>Directional vocabulary – North, East, South, West, Left, Right, Forward Backward<br/>Map work</p> | <p><b>ACTIVITIES</b></p> <p><b>Hockey</b><br/>Passing skills – push/slap<br/>Stopping the ball.<br/>Attacking skills<br/>Defending skills<br/>How to play a game.</p> <p><b>Athletics</b><br/>A variety of athletic events in preparation for sports day. Including sprinting races, relay races, throwing a javelin, target throwing.</p> <p><b>Orienteering</b><br/>Recognise where they are on a map and identify key locations.<br/>Sketch a given location.<br/>Problem solving and use logic.<br/>Use directional language to guide teammates/partners.<br/>Work cooperatively.</p> | <p><b>Hockey</b><br/><b>PUPILS will know</b><br/>How to accurately pass and stop the hockey ball.<br/><b>will be able to</b><br/>Correctly pass/stop the ball in order to play a game.<br/><b>will understand</b><br/>How to attack/defend in a game of hockey</p> <p><b>Athletics</b><br/><b>PUPILS will know</b><br/>How to improve their skills to beat their own personal best.<br/><b>will be able to</b><br/>Practice a variety of skills to prepare for sports day.<br/><b>will understand</b><br/>How to improve their own personal skills.</p> <p><b>Orienteering</b><br/><b>PUPILS will know</b><br/>how to problem solve, use logic and work cooperatively.<br/><b>will be able to</b><br/>understand maps, direction language and how to guide somebody else.<br/><b>will understand</b><br/>the importance of clear instructions and team work.</p> |
| <p><b>VOCABULARY</b></p> <p><b>Hockey</b><br/>Dribble, push pass, slap pass, stop, score, attack, defend, tackle.</p> <p><b>Athletics</b><br/>Athlete, baton, javelin, sprint, false start, relay</p> <p><b>Orienteering</b><br/>Map, Key, Route, Location, direction, cooperate</p>  |    | <p><b>LINKS</b><br/>Maths – counting, sequencing, directional language<br/>Geography – map work</p>  |
| <p><b>SKILLS</b></p> <p><b>Hockey</b></p>   | <p><b>NEXT STEPS IN LEARNING</b><br/><b>KS2 NC:</b></p>   |  |

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| <p>Dribbling, passing, stopping, attacking, defending.</p> <p><b>Athletics</b><br/>Sprinting, throwing, hitting a target.</p> <p><b>Orienteering</b><br/>Directions and directional language, problem solving, teamwork.</p> |  | <p><i>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> |
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