

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 2

Term: Autumn 1



Unit: FUNdamentals 2 – Striking Games



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Roll Jump Underarm Hit Collect Swing Bat Grip Catch Chase score	<p>how to react to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</p> <p>what is successful. Use actions and ideas they have seen to improve their own skills.</p> <p>the importance of preparing safely for exercise - warming up. Children will know what is successful.</p>	<p>how to show good awareness of others when playing games.</p> <p>fundamental movement skills, becoming increasingly confident and competent.</p> <p>how to perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy.</p> <p>how to throw/hit a ball in different ways e.g. high, low, fast and slow.</p> <p>To throw and hit a ball in such a way as to work with a partner or member of your team.</p>	<p>roll a ball for a partner to strike with a bat.</p> <p>bowl a ball underarm to a target</p> <p>hold a bat correctly and strike a ball.</p> <p>Strike a ball with a racket/bat with some control and direction</p> <p>demonstrate an awareness of safety when taking part in activities using rackets and bats.</p> <p>work co-operatively with others.</p>

St Anne's C of E Primary School Curriculum Plan

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Term: Autumn 2



Unit: Gymnastics – Balance and shape



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Balance Explore Tense Arch Sequence Straight Linking Travelling Routine Key Shape Individual	<p>that there are different ways to balance</p> <p>When performing balances it is important to think about what parts of your body are in contact with the floor.</p> <p>The position between your body parts is important for balance</p> 	<p>how to perform a range of actions with control and confidence.</p> <p>how to explore, remember and repeat a range of gymnastic actions with control, precision and coordination.</p> <p>how to form simple sequences of different actions, using the floor and a variety of apparatus.</p> <p>how to develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; moving smoothly from one position of stiffness to another.</p> <p>understand how to show agility, balance and coordination.</p>	<p>remember and perform 5 key shapes that are combined together to form a short sequence</p> <p>move smoothly with control.</p> <p>perform basic gymnastic actions such as balancing and jumping.</p> <p>link movements and shapes.</p> <p>use different pieces of equipment and apparatus safely and with care.</p> <p>form simple sequences of movement.</p>

Front support

Arms straight,
shoulder width apart

Start from kneeling
with both hands
on floor



Supported
Flat back,
parallel to floor

how to watch and describe
performances accurately.

how to describe changes to their
heart rate when performing an
activity.

St Anne's C of E Primary School Curriculum Plan

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Unit: Gymnastics – Rock and Roll



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Body shape Straight Rock n Roll Control Repeat Roll Stretch Tuck Move Point Movement link Starting shape Ending shape stillness	<p>It is important to practice different movements and balances and how they can be improved.</p> <p>To control certain movements of our body we have to keep muscles tight.</p> <p>There are different ways in which to roll their bodies and that they can roll in a tucked shape or a stretched shape.</p> 	<p>The importance of 'warming up' your body and muscles before starting an activity.</p> <p>How their heart rate changes depending upon the activity they are doing.</p> <p>How to demonstrate a rocking action with good control.</p> <p>That you can link rolls together into a sequence.</p> <p>That you can link rolls and balances together to add variety to a movement sequence.</p> <p>How to link starting and ending shapes together.</p>	<p>choose 2 – 3 different rocking and rolling actions and link them together into a short movement phrase.</p> <p>move smoothly between the actions adding other actions to help as necessary</p> <p>explain how to use their hands to help them stand up.</p> <p>Change the direction within a sequence of movements.</p> <p>Can work with a partner to develop a sequence of movements.</p> <p>Can consider how to adapt, change and develop their sequence of movements to improve the overall effect of the sequence.</p>

	<p>Egg roll</p> <p>Keep tight, tuck chin to chest</p>  <p>That each movement has a starting shape and an end shape.</p>	<p>How to work with a partner to develop and share ideas for a sequence of movement together.</p>	<p>Observe and comment upon other children's movement sequences and identify what they liked and what their friend could work on to improve.</p>
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St Anne's C of E Primary School Curriculum Plan

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Term: Spring 2



Unit: Dance – Magical Friendships



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Beat Count Create Character Performance Movement Imagination Expression Actions Levels	<p>how to describe phrases and expressive quantities.</p> <p>the importance of warming up.</p> <p>how to describe a performance accurately and recognise what is successful.</p>	<p>how to perform a range of actions and simple movement patterns with control and coordination.</p> <p>how to compose short dances that express and communicate mood, ideas and feelings, varying simple compositional ideas.</p> <p>how to explore, remember and repeat short dance phrases, showing greater control and spatial awareness.</p> <p>how to work individually and with others.</p>	<p>Use movement imaginatively and link their dance to a theme.</p> <p>to move in different ways.</p> <p>move to music showing expressive qualities of dance.</p> <p>repeat dance phrases with greater control.</p> <p>be creative and compose short dances.</p> <p>to describe a performance with some accuracy.</p> <p>perform with control and coordination.</p>

St Anne's C of E Primary School Curriculum Plan

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Term: Summer 1



Unit: Outdoor Adventure Activities – Trails, Trust and Teamwork



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Directions Instructions task Left Right Forward Backwards Diagonal Trial North South East West Follow Trust Balance Support Hold step	<p>Which direction you would be traveling in if you travel North, South, East, West, left and Right.</p> <p>When someone is giving directions or instructions it is important to listen carefully.</p> <p>If you are unsure of a direction or instruction you should ask the person giving them for more information or help.</p> <p>when working in a team each member has a part to play.</p> <p>What working in a team means.</p> <p>That planning in a team before tackling a task helps to make sure the task is completed successfully.</p>	<p>Different directions means to move towards different areas.</p> <p>They need to look carefully at something to remember as much as possible about what they see.</p> <p>If you try something and do not succeed then it is ok to try again and change how you did something to try to succeed another time.</p> <p>You can learn things from other people y watching them carefully and listening to what they say.</p> <p>Key elements of good teamwork</p>	<p>Follow instructions</p> <p>Remember what they have seen in order to give directions to another person.</p> <p>Follow a range of trails</p> <p>Use simple shapes as a 'map'</p> <p>Work with others to perform a task or solve a problem</p> <p>Evaluate and identify what worked well within a team and what could be improved or work better another time.</p>

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Unit: Multi skills – Athletics (Running / Sprinting and jumping)



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Warm up Energy / Energetic Joints Spine Challenge Running Landing Coordination Teamwork Relay Target Speed Movement	<p>Which activities use their joints and their spine.</p> <p>How they feel when their body is warmed up.</p> <p>Which activities make them feel more energetic and why.</p> <p>the variety of correct running techniques including sprinting and jogging.</p> <p>how to develop the distance running technique and the difference between sprinting and running over longer distances.</p> <p>How to evaluate and improve own performance.</p>	<p>How to perform, recognise and explain the importance of warm up activities.</p> <p>What we need for the body to make energy</p> <p>how to show control, coordination and consistency when running at speed.</p> <p>how to develop coordination and balance whilst exploring different running and jumping techniques.</p> <p>how to explore and practice a variety of athletic movements and apply athletic skills.</p>	<p>run with control.</p> <p>control their body and equipment when throwing.</p> <p>run with correct arm technique.</p> <p>run and jump on the balls of their feet.</p> <p>compete against themselves and others.</p>