



Year 2 Physical Education Curriculum

	Autumn			
Curriculum focus/links	Develop range of skills on the floor and apparatus - travelling, weight bearing/balance, jumping, rolling etc. Consolidate work by repeating sequences of movement individually and with a partner; emphasise good control and quality.	Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.	Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback.	To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.
Sport/Games	Gymnastics	Attack, Defend, Shoot	Dance	Hit, Catch, Run
Prior Learning	<ul style="list-style-type: none"> • Experience of the associated language such as run, walk, stretch, space etc. • Experience of what space means. • Experience of working in pairs. • Introduction in class to associated gymnastic language. 	Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Can describe why we take part in exercise and enjoy it.	Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.	Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.
Key Vocabulary	Travel Locomotion Shape Wide Stretched Curled Arched Dish Weight bearing Weight transfer Sequence Stretching Quality Co-operation Tension Safety Smoothly	Aim Attack Compete Control Cooperate Receive Restart Sideline	Solo Duet Mood Feeling Penguin Musicality Respond Sea Gentle Stormy Floating Spinning Unison Canon Friendship Abandonment	Hit Catch Runs Wicket Bats Bowl Feed Throw Catch Underarm Overarm Field hitter Bowler Umpire Posts Stumps

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<p style="text-align: center;">Substantive Concepts</p>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> • Explore, develop and perform basic actions. • Practise and improve activities, concentrate on quality and control. <p>Selecting and Applying skills, tactics and compositional ideas</p> <ul style="list-style-type: none"> • To develop simple gymnastic sequences by understanding, choosing & applying a range of compositional principles. <p>Knowledge and Understanding of fitness and health</p> <ul style="list-style-type: none"> • To lift, move and place equipment safely. • To recognise and describe what their bodies feel like during different types of activity. <p>Evaluating and Improving Performance</p> <ul style="list-style-type: none"> • To evaluate their own & others work. • To suggest ways of making improvements. 	<p>To kick the ball over long and short distances</p> <p>To stop a ball with control using the foot.</p> <p>To work as a team to keep the ball.</p> <p>To bounce a ball with my partner.</p> <p>To bounce the ball while we are moving (dribbling).</p> <p>To pass the ball forward in a game.</p>	<p>How to move like Penguin Small.</p> <p>How to move like a polar bear.</p> <p>How to move like a snowman.</p> <p>How to move like the sea using canon.</p> <p>How to make an ending to a dance.</p> <p>How to perform a class dance with beginning, middle and end.</p>	<p>To hit a ball and score points running to cones.</p> <p>To defend a target by kicking.</p> <p>To bowl underarm with control.</p> <p>To hit a ball using different bats and techniques.</p> <p>To throw accurately to a base.</p> <p>To hit a ball into space, away from fielders.</p>
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	Spring			
Curriculum focus/links	Develop range of skills on the floor and apparatus - travelling, weight bearing/balance, jumping, rolling etc. Consolidate work by repeating sequences of movement individually and with a partner; emphasise good control and quality.	Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.	Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.
Sports/Games	Gymnastics	Send and Return	Dance	Run, jump, throw
Prior Learning	<ul style="list-style-type: none"> • Experience of the associated language such as run, walk, stretch, space etc. • Experience of what space means. • Experience of working in pairs. • Introduction in class to associated gymnastic language. 	Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition.	Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.	Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.
Key Vocabulary	Travel Locomotion Shape Wide Stretched Curled Arched Dish Weight bearing Weight transfer Sequence Stretching Quality Co-operation Tension Safety Smoothly	Serve Bounce Drop Badminton Tennis Volleyball Squash Shuttlecock Racquet	Dynamic Independent Pair clock face Time Motif Freestyle Formation On stage Off stage	Run Throw Handle Power Quick Burpee Obstacle Control Stamina Static Dynamic Collect
Substantive Concepts	Acquiring and Developing Skills <ul style="list-style-type: none"> • Explore, develop and perform basic actions. 	To stay on our toes to move quickly to the ball. To identify which hand is dominant in a game.	To develop a dance that shows different emotions, To dance with rhythm following a clockwork pattern.	To move quickly whilst being aware of others around. To create power with our legs to turn at speed.

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	<ul style="list-style-type: none">• Practise and improve activities, concentrate on quality and control. <p>Selecting and Applying skills, tactics and compositional ideas</p> <ul style="list-style-type: none">• To develop simple gymnastic sequences by understanding, choosing & applying a range of compositional principles. <p>Knowledge and Understanding of fitness and health</p> <ul style="list-style-type: none">• To lift, move and place equipment safely.• To recognise and describe what their bodies feel like during different types of activity. <p>Evaluating and Improving Performance</p> <ul style="list-style-type: none">• To evaluate their own & others work.• To suggest ways of making improvements.	<p>The basic rules of serving to our partner.</p> <p>To develop agility and use it in a game.</p> <p>To use the correct grip to hit a self-fed ball.</p> <p>To use the ready position in a rally.</p>	<p>To work on our own to create a short movement phrase.</p> <p>To watch, copy and repeat actions to create a 'motif'.</p> <p>To perform our motif in different formations.</p> <p>To use different movement pathways in our dance.</p>	<p>To move through an obstacle course with speed and control.</p> <p>To choose the best throw for different situations.</p> <p>To use quick feet whilst sprinting.</p> <p>To perform static and dynamic balances.</p>
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	Summer			
Curriculum focus/links	To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.	Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.	Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.	To develop fundamental movement skills and apply them in a range of fun, competitive, and cooperative Sports Day activities, building confidence, teamwork, and physical literacy.
Sports/Games	Hit, catch, run	Attack, Defend, Shoot	Run, Jump, Throw	Sports Day Activities
Prior Learning	Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.	Can send a ball using feet and can receive a ball using feet. Refined ways to control bodies and used a range of equipment. Recalled and linked combinations of skills, e.g., dribbling and passing.	Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.	By this point children should have: Shown good control and coordination in large and small movements. Moved confidently in a range of ways, safely negotiating space. Participated in cooperative play and taken turns with others. Engaged in simple races and outdoor play using basic gross motor skills (e.g., running, jumping, hopping). Started to understand instructions and basic rules in physical play.
Key Vocabulary	Outwit Bowler Strike Respond Stump Stumping Wicketkeeper Backstop Position Role	Rebound Aim Speed Direction Scoring Controlling Following Intercepting Tactics	Lunges Strength Power Repetition Power Accuracy Agility Burn Stamina Fitness Persevere Tally Develop	Run Jump Balance Throw Catch Relay Race Teamwork Control Start line / Finish line Fair play Personal best

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			Lap Cooperate Compete	
Substantive Concepts	<p>To time our run around the bases to stay safe.</p> <p>To kick a ball into space using different parts of the foot.</p> <p>To respond to how a ball is being bowled when hitting.</p> <p>About the role of the wicketkeeper.</p> <p>About the role of the backstop and its likeness to the wicketkeeper.</p> <p>To bowl underarm in a game with accuracy.</p>	<p>To throw different types of equipment.</p> <p>To move to space after passing the ball.</p> <p>To pass and move forward to a target with a partner.</p> <p>To position ourselves as a goalkeeper.</p> <p>To intercept a ball from a person on the other team.</p> <p>To use the skills we have developed in a competition.</p>	<p>To work individually to run over a longer distance.</p> <p>To improve strength to increase our jumping distance.</p> <p>To create power when throwing for distance.</p> <p>To use breathing techniques to be able to run more.</p> <p>To cooperate with our partners to complete a task well.</p> <p>To listen to others and work as a team to achieve the highest score possible.</p>	<p>Agility and Movement To navigate space quickly and safely.</p> <p>Balance and Coordination To maintain stability during movement (e.g. egg and spoon race, bean bag balance).</p> <p>Object Control To handle sports equipment (e.g. bean bags, balls, batons).</p> <p>Speed and Endurance To run over short distances at different paces.</p> <p>Teamwork and Cooperation To work collaboratively in team relays or partner tasks.</p> <p>Competition and Fair Play To understand winning and losing respectfully.</p>