

Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
Year 1	Autumn 1	Fundamental movement skills	As in all units, pupils	Pupils should develop	Perform simple	The ability to perform	Balance	Year 1 will
Fundamentals		are a specific set of gross	develop physical,	fundamental movement	movements	simple movements.	direction land	become
		motor skills that involve	social, emotional and	skills, become increasingly		·	fast safely jump	familiar
		different parts of the body.	thinking whole child	competent and confident	Link two	To apply the skills to	hop	different
		When confident and	objectives.	and access a broad range	movements	recreational or sport specific		movements,
		competent in these skills,		of opportunities to extend	together	situations		This learning
		children can develop more	Pupils will explore the	their agility, balance and				links to
		complex movement skills and	fundamental skills of	coordination, individually				previous
		apply these to recreational,	balancing, running,	and with others. They	Explore these skills			learning in
		activity or sport-specific	changing direction,	should be able to engage	in isolation as			Early Years
		situations.	jumping, hopping and	in competitive (both	well as in			where children
			skipping. They will	against self and against	combination.			learnt to
			explore these skills in	others) and co-operative				develop their
			isolation as well as in	physical activities, in a	React to a stimuli			balancing
			combination. Pupils	range of increasingly				agility and
			will be given	challenging situations.				co-ordination
			opportunities to	Pupils should be taught to				
			identify areas of	master basic movements				They have
			strength and areas for	including running,				learnt all
			improvement. Pupils will work	jumping, throwing and				about the
				catching, as well as				importance of
			collaboratively with	developing balance, agility and co-ordination, and				taking part in
			others, taking turns and sharing ideas.	begin to apply these in a				physical exercise and
			and sharing ideas.	range of activities.				the effects it
				range of activities.				has on their
								bodies.
								boules.



Autumn I This concept flanks closely to the content of demorate and both should be used to develop a variety of different skills throughout a child's journey through school life, Gymnastics is a series of exercises that require belance, strength, flexibility, agility, coordination and endurance, all key fundamental skills in the National Curriculum. Children also learn how to act sofely and responsibly at all times whether this on apparatus suitable for each year group, or how to conduct themselves in all areas of P.E. Pupils are given opportunities to select themselves in all areas of P.E. Pupils are given opportunities to select themselves in on the two opportunities to select themselves in on the two opportunities to select themselves in on the flects it has on their bodies. In this unit pupils pundamental movement, skills, become increasingly competent and confider and access a broad range of opportunities to estend the quality, balance and the flex flexibility, agility, coordination and end understanding with others. Pupils should be tused to develop a variety of different skills throughout a child's journey through school life, Gymnastics is a series of exercise that require belance, strength, flexibility, agility, coordination and end throw to add the series of pupils are given opportunities to select themselves in all areas of P.E. Pupils are given opportunities to select themselves in all areas of P.E. Pupils are given opportunities to select the series that requires and co-ordination, and belancing, They level tearned to explant the series of exercises that requires the dealer to two the dealer throwing and carrying out simple routines that include more than 2 movements linked together the we the ability to movements the throw the fill irrace of reaming in the content throw the fill irrace of the fill irrace of the content throw the fill irrace of the content throughout a feet of the content through	Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
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PE Over	VIEW							
Year 1 Dance	Autumn 2	The concept of dance is an area in which children are able to express themselves in a variety of ways. Children enjoy dance as an expressive art form and as a tool for social interaction with their peers.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and Pupils should be taught to perform dances using simple movement patterns. Links to the PE National Curriculum coordination, individually and with others.	Perform simple dance movements Link two movements together React to a stimuli•	The ability to think independently and raise questions about dance • Confidence and competence in the full range of practical skills Excellent scientific knowledge and understanding which is demonstrated in verbal explanations, solving challenging problems and evaluating performance	counts action travel pose move direction forwards backwards fast slow speed level shape.	Year 1 will become familiar different movements, This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



PE Overview	
Autumn 2 Games are key concept that builds upon teaching of key skills in a variety of different sports. Children are involved with games on a daily basis and will often need to problem solve, apply different skills and work cooperatively with other children. By learning different games early on in their school lives, our children will understand the importance of working effectively with others and the ethics of fair play in all sports. From this, our children will be able to know the rules and tactics in a variety of games and have the confidence to create their own games, whether this is at school or in a home settling. They are able to positively reflect on their performance and that of others and be able to evaluate different ways to improve. Each child is encouraged to try their best and know that this is good enough, especially in competitive events. Autumn 2 As in all units, pupils develop physical, social, emotional and thinking whole child objectives. As in all units, pupils develop physical, social, emotional and thinking whole child objectives. In this unit pupils will be given and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and self-manage their own activities. They will understand the importance of abliding by rules to keep themselves and others safe.	hent singly dent singly dent and catch a ball and catch a ball ball. To understand the rules of a simple team game. The ability to catch a small ball. The ability to move in different directions. The ability to move in different directions.



Fitness understanding about a link between fitness and the choices about what we eat. We strive to have nutritious and healthy options. In this unit, pupils Children will compete against develop physical, social, emotional and thinking whole child objectives. In this unit, pupils develop physical, social, emotional and skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually coordination, individually and compete against link develop physical, social, emotional and skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and compete against lincrease, fitness, testing, squats, jumps bench being demonstrated. To show increased stamina. The resilience to not give up and compete against lungs oxygen the	PE Over	view								
improve on their previous week scores. benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will practice different exercise that improve fitness They will some aware of their overall health. They will practice different exercise that improve fitness They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to body where some and a healthy lifestyle in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and explanations how exercise the final against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and explanations how exercise effects fitness		Spring 1	between fitness and the choices about what we eat. We strive to have nutritious and healthy options. Children will compete against themselves weekly to try to improve on their previous week scores. Year 1 will become aware of how exercise affects the body. They will practice different	social, emotional and thinking whole child objectives. In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal	skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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	understanding of how exercise affects fitness. To show increased	The ability to copy what is being demonstrated. The resilience to not give up and compete against themselves to improve their scores week on week. Confidence and competence in the full range of practical skills, Excellent scientific knowledge and understanding which is demonstrated in verbal explanations how exercise effects fitness High levels of competency in the application of skills. The ability to undertake practical work in a variety of contexts, A passion for fitness and	increase, fitness, testing, squats, jumps bench press, muscle test, running exercise heart lungs oxygen mood healthy	This learning links to previous learning in Early Years where childr the changes that happen your body when you exercise. They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies	en in



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Year 1 Yoga	Spring 1	Yoga looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.	To have an understanding about how physical and emotional wellbeing has an effect on an individual	The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	Space pose slowly listen breath breathe copy balance stretch	This learning links to previous learning in Early Years where children the changes that happen in your body when you exercise. They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies Children will build upon the skills taught throughout the year that will support their outcomes in these units



Team Building		great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.	develop physical, social, emotional and thinking whole child objectives. In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	engage in competitive (both against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to participate in team games.	with other pupils in the cohort.	in the full range of practical skills, taking the initiative in, for example, planning and carrying out simple team building activities	lead direction co-operation instructions share listen safely travel	learnt all about the importance of taking part in physical exercise and the effects it has on their bodies
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Year 1 Snr	oring 2 In this unit punils will explore	As in all units nunits	Punils should develop	Have the ability to	The ability to move around	Far aim safelu	This learning
Year 1 Ball Skills Spri	In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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.	Have the ability to hit a ball Have the ability to catch a ball To understand the rules of a simple team game. Have the ability to control a ball or object.	The ability to move around a space in a variety of way e.g. hopping, jumping. The ability to throw a small ball. The ability to catch a small ball. The ability to move in different directions. Confidence and competence in the full range of practical skills,	Far aim safely throw send roll catch direction balance	This learning links to previous learning in Early Years where childrer learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



Year 1	Summer 1	Games are key concept that	As in all units, pupils	Pupils should develop	Have the ability to	The ability to think	Fast slow pace	This learning
Athletics		builds upon teaching of key	develop physical,	fundamental movement	work individually	independently and raise	aim jump	links to
		skills in a variety of	social, emotional and	skills, become increasingly	,in pairs as a	questions about working in	direction far	previous
		different sports. Children are	thinking whole child	competent and confident	small sided team	a team.	bend improve	learning in
		involved with games on a	objectives.	and access a broad range			hop safely travel	Early Years
		daily basis and will often need		of opportunities to extend	Be able to link	Confidence and competence	balance	where children
		to problem solve, apply	In this unit, pupils	their agility, balance and	simple actions and	in the full range of practical		learnt to
		different skills and work	will develop skills	They should be able to	movements	skills, taking the initiative		develop their
		cooperatively with other	required in athletic	engage in competitive		when working with others		balancing
		children. By learning different	activities such as	(both against self and		and on their own.		agility and
		games early on in their school	running at different	against others) physical				co-ordination
		lives, our children will	speeds, changing	activities. Pupils should be		Confidence and competence		
		understand the importance of	direction, jumping and	taught to master basic		in the full range of practical		They have
		working effectively with others	throwing. In all	movements including		skills, taking the initiative		learnt all
		and the ethics of fair play in	athletic based	running, jumping,		in, for example, leading and		about the
		all sports. From this, our	activities, pupils will	throwing as well as		organising their team		importance of
		children will be able to know	engage in performing	developing balance, agility				taking part in
		the rules and tactics in a	skills and measuring	and coordination. Links to		Excellent scientific		physical
		variety of games and have the	performance,	the PE National		knowledge and		exercise and
		confidence to create their own	competing to improve	Curriculum coordination,		understanding which is		the effects it
		games, whether this is at	on their own score	individually and with		demonstrated and verbal		has on their
		school or in a home setting.	and against others.	others		explanations, solving		bodies.
		They are able to positively	They are given			challenging problems		
		reflect on their	opportunities to work					
		performance and that of	collaboratively as well			The ability to undertake		
		others and be able to evaluate	as independently.			practical work in a variety		
		different ways to				of contexts e.g. working in a		
		improve. Each child is				team, in pairs or		
		encouraged to try their best				individually.		
		and know that this is good						
		enough, especially in						
		competitive						
		situations at school and						
		competitive events.						
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PE Over		_	1					
Year 1 Striking and Fielding	Summer 1	During the striking and fielding pupils learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually or with others. They should be able to engage in competitive (both against self and against others) physical activities. Participate in team games, developing simple tactics for attacking and defending.	Have the ability to hit a ball Have the ability to catch a ball To understand the rules of a simple team game. Have the ability to work individually ,in pairs as a small sided team	The ability to think independently and raise questions about working in a team. Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own. Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	throw points targets pass space score team hit catch send battler bowler fielder	This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.





PE Ove	1-VIEW							
Year 1	Summer 2	In this unit all pupils develop	As in all units, pupils	Pupils should develop	Have the ability to	The ability to think	Safely defender	This learning
Invasion		the basic skills required in	develop physical,	fundamental movement	hit a ball	independently and raise	dribbling	links to
Games		invasion games such as	social, emotional and	skills, become increasingly		questions about working in	attacker pass	previous
		sending, receiving and	thinking whole child	competent and confident	Have the ability to	a team.	space points	learning in
		dribbling a ball. They develop	objectives.	and access a broad range	catch a ball	Confidence and competence	score team	Early Years
		their understanding of		of opportunities to extend		in the full range of practical		where children
		attacking and defending and	They have the	their agility, balance and	To understand the	skills, taking the initiative		learnt to
		what being 'in possession'	opportunity to play	co-ordination, individually	rules of a simple	when working with others		develop their
		means.	uneven and even sided	and with others. They	team game.	and on their own.		balancing
			games. They learn	should be able to engage				agility and
			how to score points in	in competitive (both	Have the ability to	Confidence and competence		co-ordination
			these types of games	against self and against	work individually	in the full range of practical		
			and how to play to	others) physical activities.	,in pairs as a	skills, taking the initiative		They have
			the rules. They work	Participate in team games,	small sided team	in, for example, leading and		learnt all
			independently, with a	developing simple tactics		organising their team		about the
			partner and in a small	for attacking and		For House of matter		importance of
			group and begin to	defending		Excellent scientific		taking part in
			self-manage their own games, showing			knowledge and understanding which is		physical exercise and
			respect and kindness			demonstrated and verbal		the effects it
			towards their			explanations, solving		has on their
			teammates and			challenging problems		bodies.
			opponents.			Challenging problems		boules.
			opportents.			The ability to undertake		
						practical work in a variety		
						of contexts e.g. working in a		
						team, in pairs or		
						individually.		
						inarviauang.		



Year 2 Swimming	Autumn 1	This unit is aimed at beginner swimmers. In this unit pupils will learn about water safetu	As in all units, pupils develop physical, social, emotional and	All schools must provide swimming instruction either in key stage 1 or key	Become confident in the water	The ability to travel in the water on their front.	Safely enter rules front travel kicking exit back	They have learnt all about the



FE Over		E 1 (1 (100	I A . II .,	D : 1 1 1 1 1	l		I + · · ·	V 2 'II
Year 2 Fundamentals	Autumn 1	Fundamental movement skills	As in all units, pupils	Pupils should develop	Perform simple movements	The ability to perform	Jog sprint speed	Year 2 will become
runaumentais		are a specific set of gross motor skills that involve	develop physical, social, emotional and	fundamental movement skills, become increasingly	confidently	simple movements.	dodge skip balance	familiar
		different parts of the body.	thinking whole child	competent and confident	Confidentity	To apply the skills to	balance	different
		When confident and	objectives.	and access a broad range	Link two	recreational or sport specific		movements,
		competent in these skills,	objectives.	of opportunities to extend	movements	situations e.g. simple games		movements,
		children can develop more	Pupils will develop the	their agility, balance and	together with	situations e.g. simple games		This learning
		complex movement skills and	fundamental skills of	coordination, individually	fluency and effect			links to
		apply these to recreational,	balancing, running,	and with others. They	Judency and ejject			previous
		activity or sport-specific	changing direction,	should be able to engage				learning in
		situations.	jumping, hopping and	in competitive (both	Explore these skills			Year 1 where
		Strautions.	skipping. Pupils will	against self and against	in isolation as			children learnt
			be given opportunities	others) and co-operative	well as in			to develop
			to work with a range	physical activities, in a	combination.			their
			of different equipment	range of increasingly				balancing
			., ., ., ., ., ., ., ., ., ., ., ., ., .	challenging situations.	React to a stimuli			agility and
			Pupils will be asked to	Pupils should be taught to				co-ordination
			observe and recognise	master basic movements				in
			improvements for their	including running,				Fundamentals
			own and others' skills	jumping, throwing and				3
			and identify areas of	catching, as well as				
			strength. Pupils will	developing balance, agility				
			be given the	and co-ordination, and				
			opportunity to work	begin to apply these in a				
			collaboratively with	range of activities.				
			others, taking turns					
			and sharing ideas.					



PE Overview	
Perform a simple movement simple movements and phrases. Perform a simple movement simple movements and phrases Link two movements in diacros. Link two movements in diacros	rear 2 will recome amiliar lifferent novements, rhis learning inks to revious rear 1 where hildren learnt o develop heir ralancing rigility and o-ordination rhey have earnt all rearnt all reproduce of aking part in recise and he effects it recodies.





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Year 2 Yoga	Spring 1	In this unit of work pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.	To have an understanding about how physical and emotional wellbeing has an effect on an individual To develop strength balance and flexibility.	The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	Focus pose position listen feel breath create choose flow	This learning links to previous learning in Year 1 where children the changes that happen in your body when you exercise. They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies Children will build upon the skills taught throughout the year that will support their outcomes in these units



Fitness Paring 1 During this unit of work pulse will be give to develop possion. In a direct properties of the prop



Vage 2		Dunile develop their	As in all units numils	Dunila abauld ba able +-	Dunile should be	To work along and with	aalua dinaatia:-	Thou have
Year 2 Team Building	Spring 2	Pupils develop their communication and problemsolving skills	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Pupils should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to participate in team games.	Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to participate in team games.	To work alone and with other pupils in the cohort.	solve direction share support co-operate plan map successful communicate	They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies



		In this unit nunils will	As in all units nunits	Punils should develop	Have the ability to	The ability to move ground	overarm	This learning
Year 2 Ball Skills	Spring 2	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will have the opportunity to work independently, in pairs and small groups.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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.	Have the ability to hit a ball Have the ability to catch a ball To understand the rules of a simple team game. Have the ability to control a ball or object. Have the ability to dribble the ball	The ability to move around a space in a variety of way e.g. hopping, jumping. The ability to throw a small ball. The ability to catch a small ball. The ability to move in different directions. Confidence and competence in the full range of practical skills,	overarm underarm distance collect dribble target	This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



<u>PE Over</u>	<u>view</u>							
Year 2 Athletics	Summer 1	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others. They should be able to engage in competitive (both against self and against others) physical activities. Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.	Have the ability to follow simple instructions Have the ability to link a number of movements together to form a sequence. Have the ability to work individually ,in pairs as a small sided team	The ability to think independently and raise questions about working in a team. Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own. Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	Speed jog sprint pace balance direction take off landing swing height distance overarm underarm	This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



PE Over					T		_	
Year 2 Striking and Fielding	Summer 1	In this unit, pupils develop their understanding of the principles of striking and fielding games.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others. They should be able to engage in competitive (both against self and against others) physical activities. Participate in team games, developing simple tactics for attacking and defending.	Have the ability to hit a ball Have the ability to catch a ball To understand the rules of a simple team game. Have the ability to work individually ,in pairs as a small sided team Begin to develop strategies for success	The ability to think independently and raise questions about working in a team. Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own. Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	Throw score place strike send runs track catch backstop wicketkeeper batter bowler fielder	This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



Year 2	Summer 2	Pupils will develop the basic	As in all units, pupils	Pupils should develop	Have the ability to	The ability to think	Receive	This learning
Net and Wall	Summer 2	skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and They should be able to engage in competitive (both against self and against others) physical activities. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.	Have the ability to hit a ball Have the ability to catch a ball To understand the rules of a simple team game. Have the ability to work individually ,in pairs as a small sided team To understand the concept of attack or defend. To be able to abide by rules and accept when things don't go your way.	independently and raise questions about working in a team. Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own. Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.	opponent quickly trap defend return attack defence collect against	Inis learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.



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Year 2 Invasion	Summer 2	Pupils develop their understanding of invasion	As in all units, pupils develop physical,	Pupils should develop fundamental movement	Have the ability to hit a ball	The ability to think independently and raise	Possession send team mate chest	This learning links to
Games		games and the principles of	social, emotional and	skills, become increasingly	Titt a batt	questions about working in	pass received	previous
Ountes		defending and attacking. They	thinking whole child	competent and confident	Have the ability to	a team.	goal dodge	learning in
		use and develop skills such as	objectives.	and access a broad range	catch a ball	a team.	bounce pass	Year 1 where
		sending and receiving with	objectives.	of opportunities to extend	Catch a ball	Confidence and competence	bounce pass	children learnt
		both feet and hands, as well	They have the	their agility, balance and	Have the ability to	in the full range of practical		to develop
		as dribbling with both feet	opportunity to play	co-ordination, individually	dribble a ball	skills, taking the initiative		their
		and hands	uneven and even sided	and with others. They	using either hands	when working with others		balancing
			games. They learn	should be able to engage	or feet	and on their own.		agility and
			how to score points in	in competitive (both	'			co-ordination
			these types of games	against self and against	To understand the	Confidence and competence		
			and learn to play to	others) physical activities.	rules of a simple	in the full range of practical		They have
			the rules.	Participate in team games,	team game.	skills, taking the initiative		learnt all
				developing simple tactics		in, for example, leading and		about the
				for attacking and	Have the ability to	organising their team		importance of
				defending.	work individually			taking part in
					,in pairs as a	Excellent scientific		physical
					small sided team	knowledge and		exercise and
						understanding which is		the effects it
					To understand the	demonstrated and verbal		has on their
					concept of	explanations, solving		bodies.
					attacking and defending	challenging problems		
						The ability to undertake		
						practical work in a variety		
						of contexts e.g. working in a		
						team, in pairs or		
						individually.		
					J	l	l.	1