



PE Overview

Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
Year 1 Fundamentals	Autumn 1	Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	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.	<p>Perform simple movements</p> <p>Link two movements together</p> <p>Explore these skills in isolation as well as in combination.</p> <p>React to a stimuli</p>	<p>The ability to perform simple movements.</p> <p>To apply the skills to recreational or sport specific situations</p>	<p>Balance</p> <p>direction land</p> <p>fast safely jump</p> <p>hop</p>	<p>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</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>



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Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
Year 1 Gymnastics	Autumn 1	<p>This concept links closely to the concept of dance and both should be used to develop a variety of different skills throughout a child's journey through school life.</p> <p>Gymnastics is a series of exercises that require balance, strength, flexibility, agility, coordination and endurance, all key fundamental skills in the National Curriculum.</p> <p>Children also learn how to act safely 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.</p>	<p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.</p> <p>Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>	<p>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 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.</p>	<p>Perform a simple movement</p> <p>Link two movements together</p> <p>Have the ability to balance</p> <p>Be able to hold a balance</p>	<p>The ability to perform simple movements</p> <p>The ability to perform balances.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out simple routines that include more than 2 movements linked together.</p> <p>Excellent knowledge and understanding which is demonstrated in verbal explanations, solving challenging problems and evaluating their performance</p> <p>High levels of originality, imagination or innovation in the application of skills.</p> <p>The ability to undertake practical work</p>	<p>balance; sequence; tuck; pike; straddle; star; front support; back support action travel balance jump direction roll point shape speed fast slow level.</p>	<p>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</p>



PE Overview

<p>Year 1 Dance</p>	<p>Autumn 2</p>	<p>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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>Perform simple dance movements</p> <p>Link two movements together</p> <p>React to a stimuli</p>	<p>The ability to think independently and raise questions about dance</p> <ul style="list-style-type: none"> Confidence and competence in the full range of practical skills <p>Excellent scientific knowledge and understanding which is demonstrated in verbal explanations, solving challenging problems and evaluating performance</p>	<p>counts action travel pose move direction forwards backwards fast slow speed level shape.</p>	<p>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</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Target Games</p>	<p>Autumn 2</p>	<p>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 setting. 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 situations at school and competitive events.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>In this unit pupils will develop their aim using both underarm 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 in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p>	<p>The ability to move around a space in a variety of way e.g. hopping, jumping.</p> <p>The ability to throw a small ball.</p> <p>The ability to catch a small ball.</p> <p>The ability to move in different directions.</p>	<p>Far aim team throw score send points distance overarm underarm target</p>	<p>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</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Fitness</p>	<p>Spring 1</p>	<p>Every child will develop their understanding about a link between fitness and the choices about what we eat. We strive to have nutritious and healthy options.</p> <p>Children will compete against themselves weekly to try to improve on their previous week scores.</p> <p>Year 1 will become aware of how exercise affects the body. They will practice different exercise that improve fitness</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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 best.</p>	<p>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.</p>	<p>To have an understanding of how exercise affects fitness.</p> <p>To show increased stamina.</p>	<p>The ability to follow simple instructions.</p> <p>The ability to copy what is being demonstrated.</p> <p>The resilience to not give up and compete against themselves to improve their scores week on week.</p> <p>Confidence and competence in the full range of practical skills,</p> <p>Excellent scientific knowledge and understanding which is demonstrated in verbal explanations how exercise effects fitness</p> <ul style="list-style-type: none"> • 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 exercise. Self improvement. 	<p>heart rate increase, fitness, testing, squats, jumps bench press, muscle test, running exercise heart lungs oxygen mood healthy body</p>	<p>This learning links to previous learning in Early Years where children the changes that happen in your body when you exercise.</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies</p>
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PE Overview

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

<p>Year 1 Team Building</p>	<p>Spring 2</p>	<p>Team building games are a 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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>To work alone and with other pupils in the cohort.</p>	<p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out simple team building activities</p>	<p>solve teamwork lead direction co-operation instructions share listen safely travel</p>	<p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies</p>
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PE Overview

<p>Year 1 Ball Skills</p>	<p>Spring 2</p>	<p>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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to control a ball or object.</p>	<p>The ability to move around a space in a variety of way e.g. hopping, jumping.</p> <p>The ability to throw a small ball.</p> <p>The ability to catch a small ball.</p> <p>The ability to move in different directions.</p> <p>Confidence and competence in the full range of practical skills,</p>	<p>Far aim safely throw send roll catch direction balance</p>	<p>This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Athletics</p>	<p>Summer 1</p>	<p>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 setting. 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 situations at school and competitive events.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. 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.</p>	<p>Pupils should develop 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 as well as developing balance, agility and coordination. Links to the PE National Curriculum coordination, individually and with others</p>	<p>Have the ability to work individually ,in pairs as a small sided team</p> <p>Be able to link simple actions and movements</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Fast slow pace aim jump direction far bend improve hop safely travel balance</p>	<p>This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Striking and Fielding</p>	<p>Summer 1</p>	<p>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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>throw points targets pass space score team hit catch send battler bowler fielder</p>	<p>This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Net and Wall Games</p>	<p>Summer 2</p>	<p>During this unit, pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p>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) physical activities. 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. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Safely ready position partner score racket net underarm space points</p>	<p>This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 1 Invasion Games</p>	<p>Summer 2</p>	<p>In this unit all pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>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</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Safely defender dribbling attacker pass space points score team</p>	<p>This learning links to previous learning in Early Years where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Swimming</p>	<p>Autumn 1</p>	<p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. perform safe self-rescue in different water-based situations.</p>	<p>Become confident in the water</p> <p>Able to get in and out of the pool safely</p> <p>Being able to understand the dangers of water.</p> <p>Ensure water safety is understood</p>	<p>The ability to travel in the water on their front.</p> <p>The ability to travel in the water on their backs.</p> <p>Confidence in the water over time.</p>	<p>Safely enter rules front travel kicking exit back pulling breathing unaided gliding floating splash</p>	<p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Fundamentals</p>	<p>Autumn 1</p>	<p>Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p>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.</p> <p>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.</p>	<p>Perform simple movements confidently</p> <p>Link two movements together with fluency and effect</p> <p>Explore these skills in isolation as well as in combination.</p> <p>React to a stimuli</p>	<p>The ability to perform simple movements.</p> <p>To apply the skills to recreational or sport specific situations e.g. simple games</p>	<p>Jog sprint speed dodge skip balance</p>	<p>Year 2 will become familiar different movements,</p> <p>This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination in Fundamentals 3</p>
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PE Overview

<p>Year 2 Gymnastics</p>	<p>Autumn 2</p>	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p>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 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.</p>	<p>Perform a simple movement</p> <p>Link two movements together</p> <p>Have the ability to balance</p> <p>Be able to hold a balance</p> <p>Develop their sequences at different levels directions and shapes.</p>	<p>The ability to perform simple movements and phrases</p> <p>The ability to perform balances.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out simple routines that include more than 2 movements linked together.</p> <p>Excellent knowledge and understanding which is demonstrated in verbal explanations, solving challenging problems and evaluating their performance</p> <p>High levels of originality, imagination or innovation in the application of skills.</p> <p>The ability to undertake practical work</p>	<p>Action balance travel jump direction roll link sequence Straddle pike tuck star level</p>	<p>Year 2 will become familiar different movements, This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

Year 2 Dance	Autumn 2	<p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>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. Pupils should be taught to perform dances using simple movement patterns</p>	<p>Perform simple dance movements where two or more are linked.</p> <p>Link two movements together</p> <p>React to a stimuli</p> <p>Understand the use of levels and pathways during a dance routine.</p>	<p>The ability to think independently and raise questions about dance</p> <ul style="list-style-type: none"> Confidence and competence in the full range of practical skills <p>Excellent scientific knowledge and understanding which is demonstrated in verbal explanations, solving challenging problems and evaluating performance</p>	<p>Counts action travel shape direction speed level space balance timing mirror pathway</p>	<p>Year 2 will become familiar with different movements, This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Yoga</p>	<p>Spring 1</p>	<p>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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p>Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p>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.</p>	<p>To have an understanding about how physical and emotional well-being has an effect on an individual</p> <p>To develop strength balance and flexibility.</p>	<p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Focus pose position listen feel breath create choose flow</p>	<p>This learning links to previous learning in Year 1 where children the changes that happen in your body when you exercise.</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies</p> <p>Children will build upon the skills taught throughout the year that will support their outcomes in these units</p>
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PE Overview

<p>Year 2 Fitness</p>	<p>Spring 1</p>	<p>During this unit of work pupils will take part in a range of fitness activities to develop components of fitness.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others.</p> <p>Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p>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.</p>	<p>To have an understanding of how exercise affects fitness.</p> <p>To show increased stamina.</p> <p>Develop a can do attitude and preserve</p>	<p>The ability to follow simple instructions.</p> <p>The ability to copy what is being demonstrated.</p> <p>The resilience to not give up and compete against themselves to improve their scores week on week.</p> <p>Confidence and competence in the full range of practical skills,</p> <p>Excellent scientific knowledge and understanding which is demonstrated in verbal explanations how exercise affects fitness</p> <p>High levels of competency in the application of skills.</p> <p>The ability to undertake practical work in a variety of contexts,</p> <p>A passion for fitness and exercise. Self improvement.</p>	<p>Speed distance sprint strong pace jog steady race</p>	<p>This learning links to previous learning in Year 1 where children the changes that happen in your body when you exercise.</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies</p>
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PE Overview

<p>Year 2 Team Building</p>	<p>Spring 2</p>	<p>Pupils develop their communication and problem-solving skills</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>To work alone and with other pupils in the cohort.</p>	<p>solve direction share support co-operate plan map successful communicate</p>	<p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies</p>
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PE Overview

<p>Year 2 Ball Skills</p>	<p>Spring 2</p>	<p>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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to control a ball or object.</p> <p>Have the ability to dribble the ball</p>	<p>The ability to move around a space in a variety of way e.g. hopping, jumping.</p> <p>The ability to throw a small ball.</p> <p>The ability to catch a small ball.</p> <p>The ability to move in different directions.</p> <p>Confidence and competence in the full range of practical skills,</p>	<p>overarm underarm distance collect dribble target</p>	<p>This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Athletics</p>	<p>Summer 1</p>	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>Have the ability to follow simple instructions</p> <p>Have the ability to link a number of movements together to form a sequence.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Speed jog sprint pace balance direction take off landing swing height distance overarm underarm</p>	<p>This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Striking and Fielding</p>	<p>Summer 1</p>	<p>In this unit, pupils develop their understanding of the principles of striking and fielding games.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>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.</p>	<p>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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p> <p>Begin to develop strategies for success</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Throw score place strike send runs track catch backstop wicketkeeper batter bowler fielder</p>	<p>This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

<p>Year 2 Net and Wall</p>	<p>Summer 2</p>	<p>Pupils will develop the basic 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.</p>	<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<p>Pupils should develop 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 co-ordination, 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.</p>	<p>Have the ability to hit a ball</p> <p>Have the ability to catch a ball</p> <p>To understand the rules of a simple team game.</p> <p>Have the ability to work individually ,in pairs as a small sided team</p> <p>To understand the concept of attack or defend.</p> <p>To be able to abide by rules and accept when things don't go your way.</p>	<p>The ability to think independently and raise questions about working in a team.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative when working with others and on their own.</p> <p>Confidence and competence in the full range of practical skills, taking the initiative in, for example, leading and organising their team</p> <p>Excellent scientific knowledge and understanding which is demonstrated and verbal explanations, solving challenging problems</p> <p>The ability to undertake practical work in a variety of contexts e.g. working in a team, in pairs or individually.</p>	<p>Receive opponent quickly trap defend return attack defence collect against</p>	<p>This learning links to previous learning in Year 1 where children learnt to develop their balancing agility and co-ordination</p> <p>They have learnt all about the importance of taking part in physical exercise and the effects it has on their bodies.</p>
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PE Overview

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