



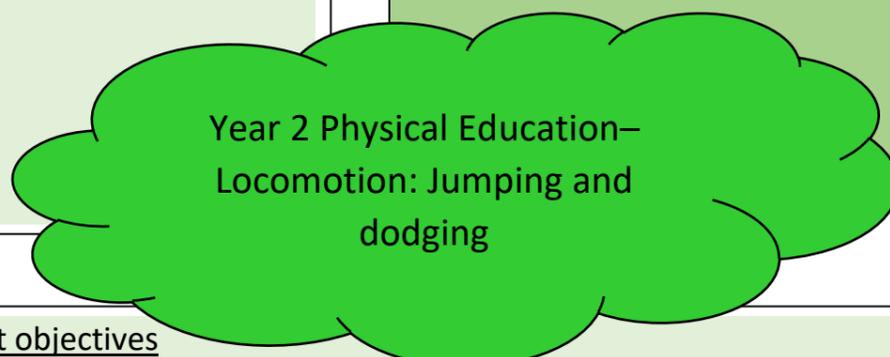
The Big Picture

In this unit, pupils will explore jumping and dodging. This will support each child with their balance ability and provide children with better spatial awareness. These basic elements of travel are vital to a child's growth and development by helping them to move more efficiently. This includes head control, the use of large muscles, spatial awareness and speed.

What do we already know?

Knowledge Retrieval:

- To explore running and apply running into a game.
- To explore running at different speeds.
- To run for speed.
- To explore running in a team.
- To apply running into a competitive game.
- To explore how jumping affects our bodies.
- To explore skipping and apply it into a game.
- To describe how their body feels before, during and after an activity.



NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key unit objectives

- To explore and develop dodging.
- To apply dodging when beginning to attack and defend.
- To consolidate jumping.
- To apply jumping into a game.
- To explore and develop jumping combinations.

Key Questions

- Can they apply dodging in a game?
- Can they recognise when dodging is needed in a game?
- Can they apply jumping in a game?
- Do they know when dodging or jumping is appropriate when attacking and defending?

Key vocabulary and understanding for concept connectors

Run – moving at a speed faster than a walk.

Walk – moving at a regular pace by lifting and setting down each foot in turn.

Speed – the rate at which someone or something moves.

Jump – pushing oneself off a surface and into the air by using the muscles in one's legs and feet.

Dodge – to evade, twist or move out of the way.

Warm up – a set of exercises which prepare the body for physical sports.

Cool down – to bring the body back to its normal level after physical activity.



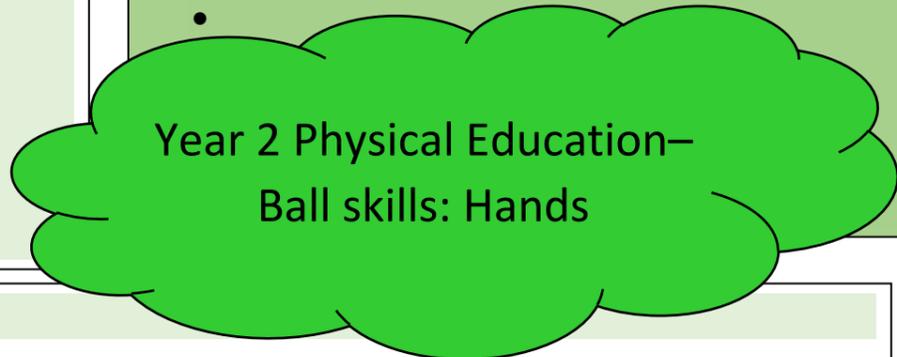
The Big Picture

In this unit, pupils will develop their throwing and catching skills. These skills are super important for children in KS1. Not only do you need them in a lot of sports but practising throwing and catching also helps to improve hand-eye coordination. This then affects other areas of learning and development such as handwriting and reading skills. Throwing and catching also helps children to develop fine motor skills by controlling the small muscles in the hand and fingers which are needed for specific movement.

What do we already know?

Knowledge Retrieval:

- To begin to send a ball (bouncing) with control.
- To begin to aim with accuracy.
- To begin to use power and speed when sending a ball.
- To begin to throw with accuracy and apply within a team.
- To begin to stop a ball.
- To develop sending (rolling) skills to score a point.
- To begin to catch with both hands.
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Year 2 Physical Education-
Ball skills: Hands

NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key unit objectives

- To develop dribbling/passing and receiving.
- To combine dribbling/passing, receiving and keeping possession.
- To develop dribbling/passing and receiving to score a point.
- To combine dribbling, passing and receiving to score a point.
- To understand which skills to apply to attack.
- To understand which skills to apply to defend.
- To apply underarm and overarm throws in a game.

Key Questions

- Can they repeat and control actions with control and coordination?
- Can they dribble/pass and receive?
- Can they keep possession using dribbling/passing and receiving?
- Can they apply dribbling/passing and receiving to score a point?
- Do they recognise which skills are needed to attack in a competitive game?
- Do they recognise which skills are needed to defend in a competitive game?
- Can they use underarm and overarm throws when needed?

Key vocabulary and understanding for concept connectors

Aim – to point or direct a target.

Accuracy – being very precise and close to a target.

Underarm throw – involves applying a pushing force to an object to propel it.

Power – the ability to perform strength-based movements quickly.

Speed – the ability to move all or part of the body quickly.

Dribbling – to move along in repeated bounces, kicks, or pushes.

Passing – transferring a ball from one player to another on the same team.



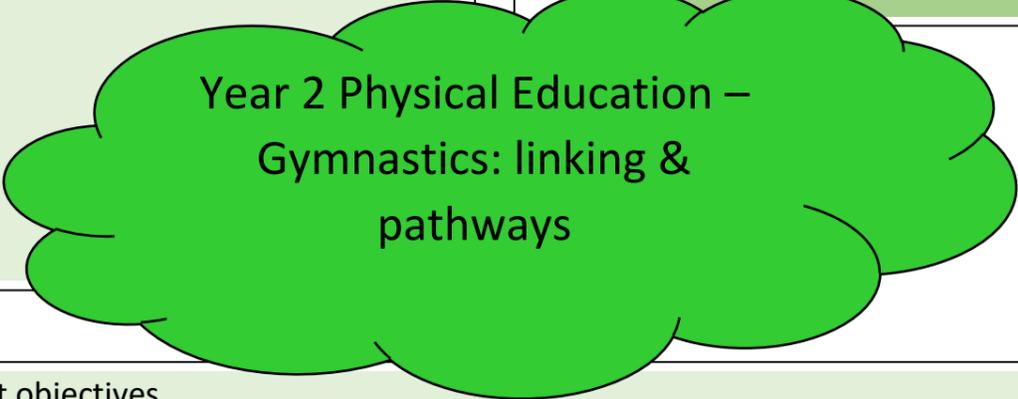
The Big Picture

Children in KS1 are developing an increasing understanding of all things physical, recognising activities and sports, and becoming more skilful by taking on new levels of challenge. This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence. Teaching the linking of movements helps children to sequence travelling such as jumps, steps and other movements.

What do we already know?

Knowledge Retrieval:

- To understand wide, narrow and curled and their differences.
- To transition between wide, narrow and curled movements.
- To link two movements together.
- To begin to understand big and small body parts.
- To transition between wide, narrow and curled using big and small body parts.
- To begin to add movements together.



NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key unit objectives

- To develop linking.
- To begin to link on apparatus.
- To include jumps, rolls and balance sequences on apparatus.
- To create and perform a sequence.
- To explore/develop zig-zag pathways.
- To explore/develop curved pathways.
- To create and perform pathway sequences.

Key Questions

- Can they plan and show a sequence of movements?
- Are their movements controlled?
- Can they think of more than one way to create a sequence which follows a set of 'rules'?
- Can they work on their own and with a partner to create a sequence?
- Can they use a variety of jumps, rolls and balances in a sequence?
- Do they use zig-zag and curved pathways in a sequence?

Key vocabulary and understanding for concept connectors

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Control – to direct own movements.

Pathway – a route in which a person takes.

Linking – to join or connect movements.

Apparatus - equipment used within gymnastics E.g., a balancing beam or trampoline.



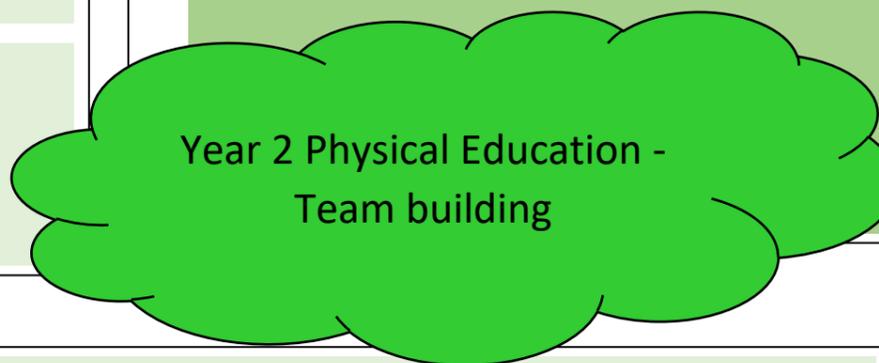
The Big Picture

This unit allows children to take part in team building activities which is a great way to encourage communication and social skills – both of which are significant factors when playing a competitive sport. In addition, it helps children to listen, take leadership and think creatively which in time, supports a child’s self-confidence and self-esteem whilst encouraging them to become more empathetic and compassionate.

What do we already know?

Knowledge Retrieval:

- To understand the importance of teamwork.
- To know that trust and communication is needed to make a good team.
- To cooperate and communicate with others during activities.
- To explore simple strategies.



NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key unit objectives

- To develop teamwork.
- To build trust and develop communication.
- To cooperate and communicate within a team.
- To continue to explore simple strategies.
- To begin to problem solve as a team.

Key Questions

- Can they make accurate decisions as a team?
- Are they beginning to demonstrate trust in a team?
- Do they communicate well within a team?
- Do they use teamwork to solve problems?
- Do they recognise what makes a successful team?
- Do they recognise areas to improve if they don’t achieve an outcome?

Key vocabulary and understanding for concept connectors

Teamwork – working together with others to get to an end goal.

Communication – the act of giving, receiving, and sharing information.

Trust – having confidence in something or someone.

Problem-solving – finding solutions to difficult issues.



The Big Picture

In this unit, pupils are taught ball skills and manipulation of the ball using their feet. Not only does it encourage an active lifestyle, it also helps the children to develop crucial communication skills and stimulate social skills. In addition, it develops fundamental movement skills whilst also improving their team skills which in time, helps them to be a part of an effective team.

What do we already know?

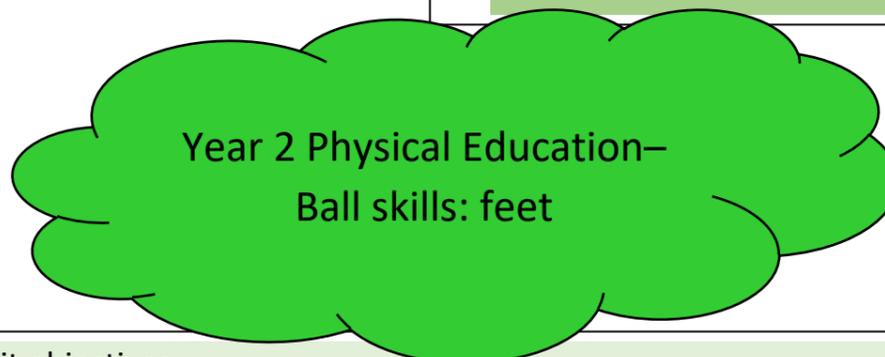
Knowledge Retrieval:

- To move the ball using our feet.
- To apply dribbling in games.
- To begin to explore kicking (passing).
- To apply kicking (passing) to score a point.

NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.



Key unit objectives

- To develop dribbling/passing/receiving and keeping possession.
- To combine dribbling, passing and receiving and keeping possession to score a point.
- To apply dribbling, passing and receiving as a team to score a point.
- To stay in a zone during a game.
- To begin to show control the ball with their feet.

Key Questions

- Can they keep possession during a game?
- Can they control the ball during a game?
- Are they able to stay in a zone during a game?
- Can they dribble, pass and receive?
- Do they understand how to score a point in a game?

Key vocabulary and understanding for concept connectors

Dribbling – controlling and travelling with a ball.

Kicking – the act of propelling a ball by striking it with the foot.

Passing – sending an object to a member of the same team to keep possession of it.

Possession – physical control of the ball.

Opponent – a person or thing that is the opposite position (playing against).

Attacking – attacking or engaging an opposing team to score points or goals.

Defending – to protect from danger or attack from the opposite team.

Zone – a specific place or area.



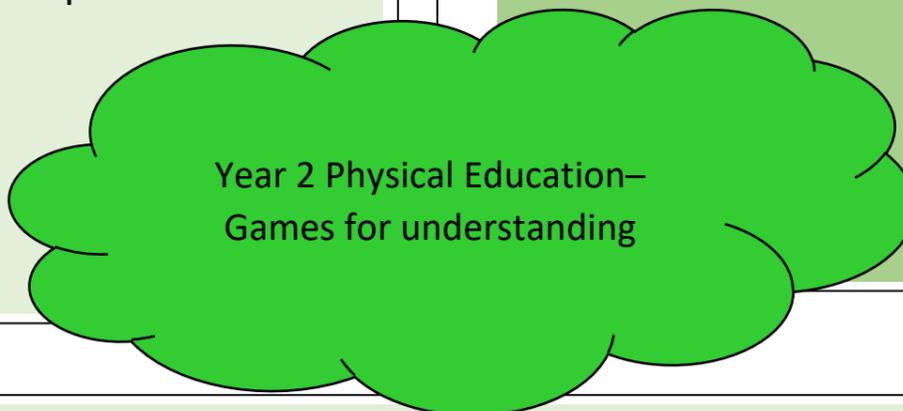
The Big Picture

In this unit, pupils are able to develop an overall sense of the sport, then, take a problem-solving approach to mastering skills. When they understand why each skill is important, children can apply the skills effectively during game play. This unit is vital for cognitive thinking during competitive play as it allows children to improve decision making skills and helps children to continue to develop teamwork further.

What do we already know?

Knowledge Retrieval:

- To understand who the attackers are in a game.
- To understand who the defenders are in a game.
- To apply attacking and defending skills to a game.
- To develop teamwork and communication skills.



Year 2 Physical Education–
Games for understanding

NC objectives

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key unit objectives

- To attack and defend as a team.
- To understand the transition between defence and attack.
- To create and apply attacking/defensive tactics.
- To understand the best place to be during a game.
- To use at least one tactic in a game.
- To follow the rules of the game fairly.

Key Questions

- Can they attack and defend as a team?
- Do they recognise when they need to attack or defend as a team?
- Can they apply specific tactics to attack or defend?
- Do they recognise where they need to be during a game?
- Can they apply tactics?
- Do they follow the rules?
- Do they understand fair play?

Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Attacking – attacking or engaging an opposing team to score points or goals.

Attackers – someone who attacks.

Defenders – someone who defends.

Defending – to protect from danger or attack from the opposite team.

Rules – what is allowed or not allowed during a game.

Fair play – playing with good sportsmanship.

Tactics – an action or strategy carefully planned to achieve an outcome.