**Year 2 P.E. Curriculum – Autumn Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Fundamentals**  To develop balance, stability and landing safely.  To further explore how the body moves differently when running at different speeds.  To develop changing direction and dodging.  To develop and explore jumping, hopping and skipping actions.  To develop co-ordination and combining jumps.  To develop combination jumping and skipping in an individual rope. | | **Keyword** | Definition |  |  | |  |
| stability | How well you can balance in different ways |  |  | |
| Direction | Which way you are moving |  |  | |
| Dodging | Moving out the way of something or someone |  |  | |
| combination | Joining one or more thing together |  |  | |
| Co-ordination | Your body working together |  |  | |
| **Prior Learning:**    **Fundamentals**  To explore balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To explore changing direction and dodging.  To explore jumping, hopping and skipping actions.  To explore co-ordination and combination jumps. | | | | **Future Learning:**    **Fundamentals**  To develop balancing and understand the importance of this skill.  To understand how to change speed and be able to demonstrate good technique when running at different speeds.  To demonstrate a change of speed and direction to outwit others.  To develop technique and control when jumping, hopping and landing.  To develop skipping in a rope.  To apply fundamental skills to a variety of challenges. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To explore how the body moves when running at different speeds | Social: To decide with a partner which route to take.  Emotional: To try my best and not give up.  Thinking: To identify differences between jogging and sprinting. | | | | | •Run on the balls of your feet.  •Use your arms to help to move you forwards. | |
| To develop changing direction and dodging | Social: To show respect for others by playing within the rules.  Emotional: To play honestly, returning to the start line if caught.  Thinking: To make quick decisions when playing games. | | | | | •Push off strongly in a new direction.  •Turn your body to face a new direction. | |
| To develop balance, stability and landing safely | Social: To take turns with others when sharing equipment.  Emotional: To work to the best of my ability.  Thinking: To create a jumping pattern with different take offs and landings. | | | | | •Hold your arms out and focus on something still to help you balance.  •Look ahead and land with bent knees. | |
| To explore and develop jumping, hopping and skippign actions | Social: To communicate with others to decide who to try and tag.  Emotional: To challenge myself to beat my lowest score.  Thinking: To discuss and identify which action is best to get across the stream in the lowest number of jumps/hops/skips. | | | | | •Bend your knees when jumping and landing.  •Look ahead and land with bent knees. | |
| To develop co-ordination and combining jumping | Social: To work with others, taking turns and helping them to remember the actions.  Emotional: To persevere with new challenges.  Thinking: To copy, link and remember actions. | | | | | •Keep your body upright.  •Remember the rhythm – jump, bend, jump, bend. | |
| To develop combination jumping and skipping with an individual rope | Social: To encourage others to keep trying.  Emotional: To persevere with the skipping challenges even if I find them difficult.  Thinking: To use the teaching points to help me to improve. | | | | | •Stand up tall.  •Turn the rope first and then jump. | |