

# Physical Education - Year Two



## Curriculum End Points

### Unit: Health and Well-being

- Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.
- Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.
- Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.
- Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.

## Key Vocabulary

### Unit: Health and Well-being

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.

**Defender:** We are considered a 'defender' when we are not in possession of the ball, or we are trying to catch an attacker.

**Agility** is the body's ability to move quickly and easily in different directions.

**Balance:** Is the even distribution of weight enabling someone or something to remain upright and steady.

**Coordination:** Is the ability to use different parts of the body together efficiently. Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.

**Dribbling:** is a method of moving with the ball using our hands or feet. The attacker in possession of will continuously bounces the ball with their hands or kick the ball keeping it close to them with their feet.

**Warm Up:** Before taking part in a physical activity or a sport we need to prepare our body and mind for that activity. One of the reasons for a 'warm up' is to reduce the risk of injuring a muscle

# Curriculum End Points

## Unit: Explorers – Dance

- Pupils can respond to music with appropriate movements and actions, using their whole body. Pupils can ensure movements are big and clear.
- Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.
- Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

## Key Vocabulary

### Unit: Explorers – Dance

**Champion Dancers:** Champion dancers can move with control, respond to the rhythm and move in relation to the music.

**Rhythm:** is a repeated pattern of movements or sounds.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

**Control:** means moving our bodies in time with the music, beat or sound.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Emotion:** refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.

**Motif:** is a series of movements that are repeated.

# Curriculum End Points

## Unit: Gymnastics – Linking

- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.

## Key Vocabulary

### Unit: Gymnastics – Linking

**Champion Gymnastics:** Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.

**Linking:** This means successfully adding two movements together so that they flow one after the other.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Transition:** The term transition means to move into and out of basic movements, actions or balances.

**Jump:** Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.

**Roll:** Is a method of moving where a gymnast completes rotation of their body on the ground.

**Sequence:** This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.

# Curriculum End Points

## Unit: Locomotion – Jumping 1

- Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.
- Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.
- Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.
- Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently.

## Key Vocabulary

### Unit: Locomotion – Jumping 1

**Jumping:** is a form of moving where we use our body to propel ourselves off a surface and into the air.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has jumped.

**Space:** is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

**Attacker:** We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

**Defender:** We are considered a 'defender' when we are trying to catch an attacker.

**Landing:** Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.

# Curriculum End Points

## Unit: Dance – Water

- Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.
- Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

## Key Vocabulary

### Unit: Dance – Water

**Champion Dancers:** Champion dancers can move with control, respond to the rhythm and move in relation to the music.

**Rhythm:** is a repeated pattern of movements or sounds.

**Control:** means moving our bodies in time with the music, beat or sound.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Emotion:** refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

**Stimulus:** stimulus is something that provokes or causes an action or response.

**Flow:** This is when a dancer moves from one action to another smoothly and without stopping.

**Timing:** In dance, timing refers to moving to the beat of the music.

# Curriculum End Points

## Unit: Ball Skills – Feet 1

- Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.
- Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.

## Key Vocabulary

### Unit: Ball Skills – Feet 1

**Possession:** is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

**Dribbling:** is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

**Defender:** We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

**Passing:** is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.

# Curriculum End Points

## Unit: Outdoor Adventure Activities – Team Building

- Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.
- Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.
- Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.
- Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.

## Key Vocabulary

### Unit: Outdoor Adventure Activities – Team Building

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Inclusion:** Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out.

**Communication:** Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

**Cooperation:** Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

**Strategy:** is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

**Courage:** means being brave enough to try something even when we find it scary or difficult.

**Motivation:** are the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.

# Curriculum End Points

## Unit: Ball Skills – Hands 1

- Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.
- Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.

## Key Vocabulary

### Unit: Ball Skills – Hands 1

**Attacker:** We are considered an 'attacker' when we or our team are in possession or in control of the ball.

**Defender:** We are considered a 'defender' when we are not in possession or in control of the ball.

**Space:** is an open area on the court that is unoccupied by your opponent or the defending team.

**Batting:** Batting is the skill of hitting a ball with a bat into a space to score runs or rounders. The aim of the game for the batter (attacking team) is to score as many runs or rounders as possible.

**Fielder:** A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring runs or a rounder.

**Throwing:** means using your arm/hand to propel a ball with force through the air to a specific target or area.

**Catching:** means holding the ball with our hands when it is hit or thrown to us, usually before it touches the ground.



# Curriculum End Points

## Unit: Ball Skills – Rackets, Bats & Balls

- Pupils will be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.
- Pupils will understand why it is so important to hit the ball into space and apply this understanding as they outwit their opponents.
- Pupils will continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved.
- Pupils will show determination and self-motivation as they strive to improve and show a positive attitude in their learning.

## Key Vocabulary

### Unit: Ball Skills – Rackets, Bats & Balls

**Batting:** Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.

**Fielder:** A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.

**Attacker:** We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep or direct the ball away from the defenders.

**Defender:** We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

**Defender:** We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

**Accuracy:** is the ability to control where we are pushing or hitting the ball with our racket or bat.

**Power:** is the intensity and speed that we hit a ball with our racket or bat.

# Curriculum End Points

## Unit: Games for Understanding

- Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.
- Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.
- Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.
- Pupils will apply a competent understanding of honesty as they play by the rules and keep score. Pupils will develop understanding of self-discipline.

## Key Vocabulary

### Unit: Games for Understanding

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

**Team:** A team is a group of people who work together with the objective of achieving the same a goal

# Curriculum End Points

## Unit: Locomotion – Dodging 1

- Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.
- Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.
- Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.
- Pupils will develop life skills such as honesty and self-belief as they strive to dodge effectively and keep the score in their games.

## Key Vocabulary

### Unit: Locomotion – Dodging 1

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

**Dodge:** is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.

**Tagging or Tag:** is the method applied by the defending team to stop an attacker from moving

# Curriculum End Points

## Unit: Gymnastics – Pathways

- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- Pupils will demonstrate life skills such as empathy and gratitude as they work safely together. Pupils will support each other and share apparatus.
- Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.

## Key Vocabulary

### Unit: Gymnastics – Pathways

**Champion Gymnastics:** Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.

**Transition:** The term transition means to move into and out of basic movements, actions or balances.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Linking:** This means successfully adding two movements together so that they flow one after the other.

**Zig-Zag:** This means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements.

**Curved:** This means a line or outline which gradually deviates from being straight for some or all of its length. Pupils can follow this line as they create movements.

**Sequence:** This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.