



# Physical Education

Health and Wellbeing Year 2

## Unit Purpose

The unit of work will consolidate pupils' understanding of **agility, balance** and **co-ordination**, applying these elements of fitness in a variety of activities.

Pupils will perform circuits, understanding how **motivation** can enhance **performance**.

## Inspire Me

"Never let your head hang down. Never give up and sit down, always try to find another way."

By Satchel Paige a Baseball Player



## Key Success Criteria

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

## Vocabulary for Learning

**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.

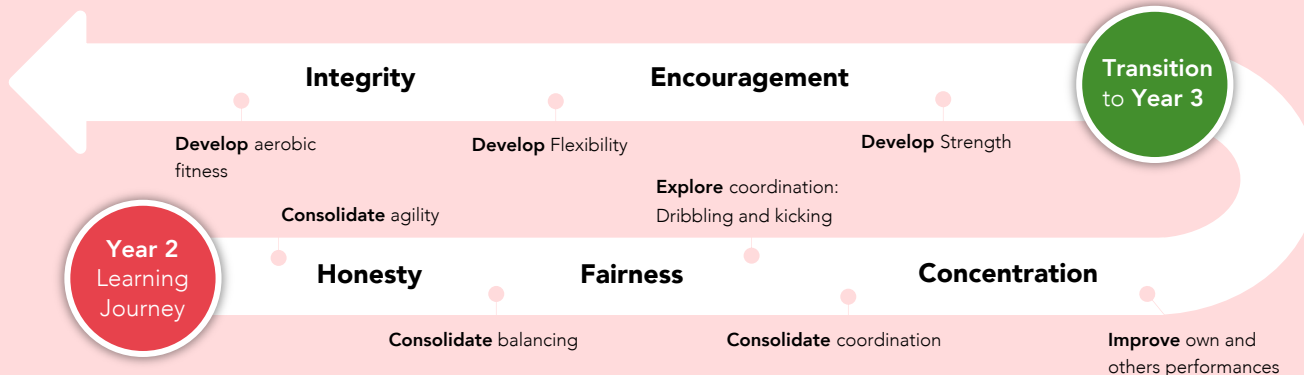
**Coordination:** Is the ability to use different parts of the body together efficiently.



## Sport Specific Vocabulary

**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.





# Physical Education

## Dance: Growing

### Unit Purpose

The unit of work will challenge pupils to respond to **rhythm** and patterns through their movements. Pupils will learn how to **control** and **co-ordinate** their bodies to perform a **motif**.

In addition, pupils will explore various dynamics and movement qualities as they create **movement patterns**.

### Inspire Me

**Did you know...** The flower with the world's largest bloom is the *Rafflesia arnoldii*. This rare flower is found in the rainforests of Indonesia. It can grow to be 3 feet across and weigh up to 15 pounds!



### Key Success Criteria

- P** Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- S** Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.
- W** Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.

### Vocabulary for Learning

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

**Beat:** The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

**Moving:** means using a variety of body parts to move around the space in a creative way.

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

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



### Sport Specific Vocabulary

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

**Sequence:** This is a combination of controlled movements that have been added together in a particular order.

**Opposite:** refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.





# Physical Education

## Games For Understanding

### Unit Purpose

The unit of work will develop pupils' ability to apply simple principles of **attack vs defence**, with a particular focus on creating simple tactics in order to win the game. Pupils will develop their understanding of how, where and why to attack and defend in a game.

### Inspire Me

**Did you know...** that American football teams use one set of players when they are attacking and a different set of players when they are defending. They even have a player whose role is only to kick the ball.



### Key Success Criteria

- P** Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.
- C** Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.
- S** Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.
- W** Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we, or our team are in possession of the ball or when we are trying to stop a defender from scoring 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.

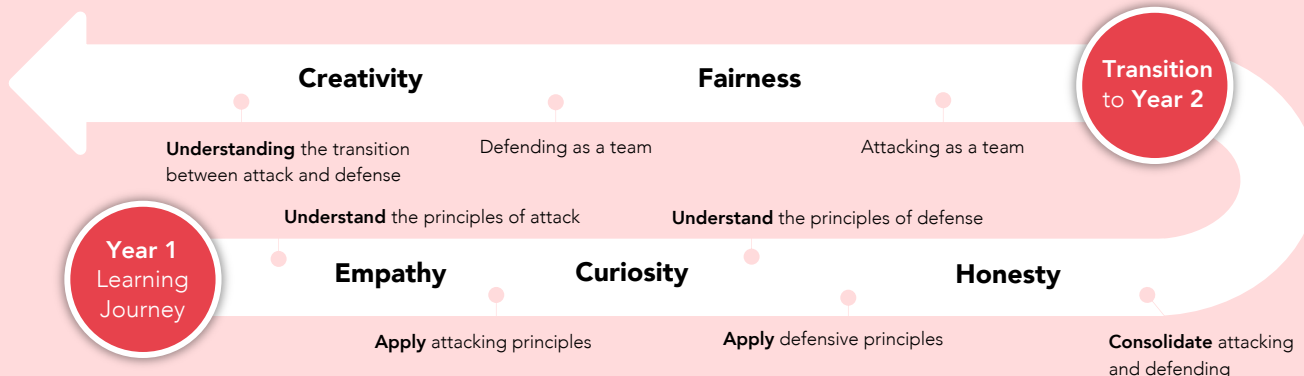


### Sport Specific Vocabulary

**Rules:** are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.

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

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





# Physical Education

## Jumping Year 1

### Unit Purpose

The unit of work will **develop** pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.

Pupils will begin to understand the different reasons when, where and why we jump in different ways

### Inspire Me

The mens world record for the high jump (height) is held by by **Javier Sotomayor**, who jumped 2.45m in 1993. The womens world record is held by **Stefka Kostadinova**, who jumped 2.09m in 1987.



### Key Success Criteria

- P** Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.
- C** Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.
- S** Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.
- W** Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.

### Vocabulary for Learning

**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 are trying to catch an attacker.

### Sport Specific Vocabulary

**Skipping:** is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.

**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.

