



Physical Education

Locomotion Year 2

Unit Purpose

The unit of work will challenge pupils to apply their **knowledge** of how, where and why to **dodge**.

Pupils will learn the roles of **attacking** and **defending** and start to **understand** when we attack and when we defend while using their dodging skills.

Inspire Me

Did you know... that the foot and ankle are made up of 26 bones, 33 joints and over 100 muscles, tendons and ligaments. Every time you take a step your body uses over 200 different muscles!



Key Success Criteria

- P** 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.
- C** Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.
- S** Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.
- W** Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.

Vocabulary for Learning

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.



Sport Specific Vocabulary

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.





Physical Education

Ball Skills Hands 1 Year 2

Unit Purpose

The unit of work will challenge pupils to **combine** their developing dribbling, passing and receiving skills in order to **keep possession** and score a point.

Pupils will apply these skills in teams in various games and activities.

Inspire Me

Did you know... The most bounces of a basketball in one minute is 708! This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.



Key Success Criteria

- P** Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.
- C** Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- W** 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.

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. Our aim is to keep 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.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.

Team: is a group of players from one side who come together to try and achieve a common goal.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.





Physical Education

Jumping Year 2

Unit Purpose

The unit of work will challenge pupils to apply their prior learning of how to jump and use this to **jump in combination** and **link jumps**.

Pupils will continue to develop their ability to apply jumping in games.

Inspire Me

The mens world record for the triple jump (hop, skip and a jump) is held by by **Jonathan Edwards**, who jumped 18.29m in 1995. The womens world record is held by **Inessa Kravets**, who jumped 15.50m in 1995.



Key Success Criteria

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

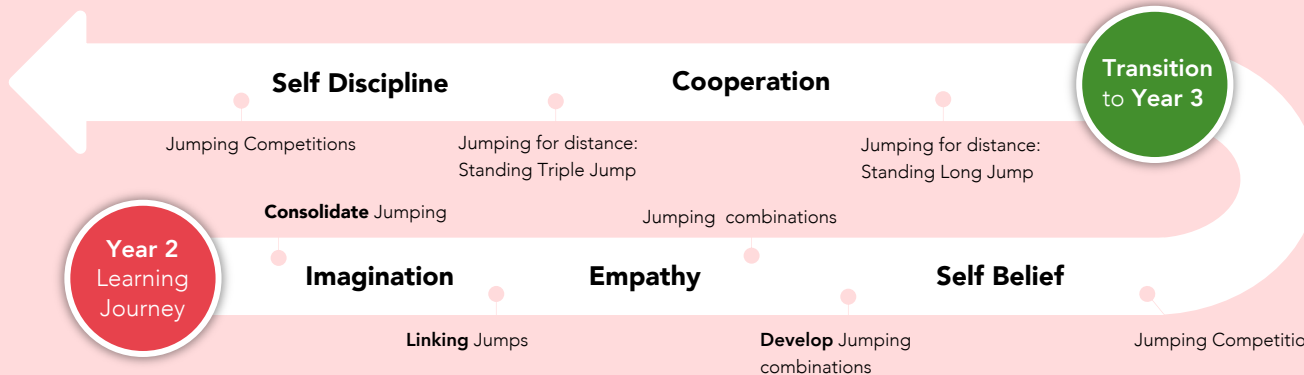
Defender: We are considered a 'defender' when we are trying to catch an attacker.



Sport Specific Vocabulary

Speed: Is the ability to move all or part of the body as quickly as possible.

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.





Physical Education

Gymnastics Year 2

Unit Purpose

The unit of work will **challenge** pupils to explore different ways that they can **link** movements and balances together.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.

Inspire Me

Did you know... that the youngest gymnast to compete at an Olympic Games was 10 year old Dimitrios Loundras. She competed at the 1986 Olympic games in Athens and won a bronze medal.



Key Success Criteria

- P** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- S** 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.
- W** 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.

Vocabulary for Learning

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.

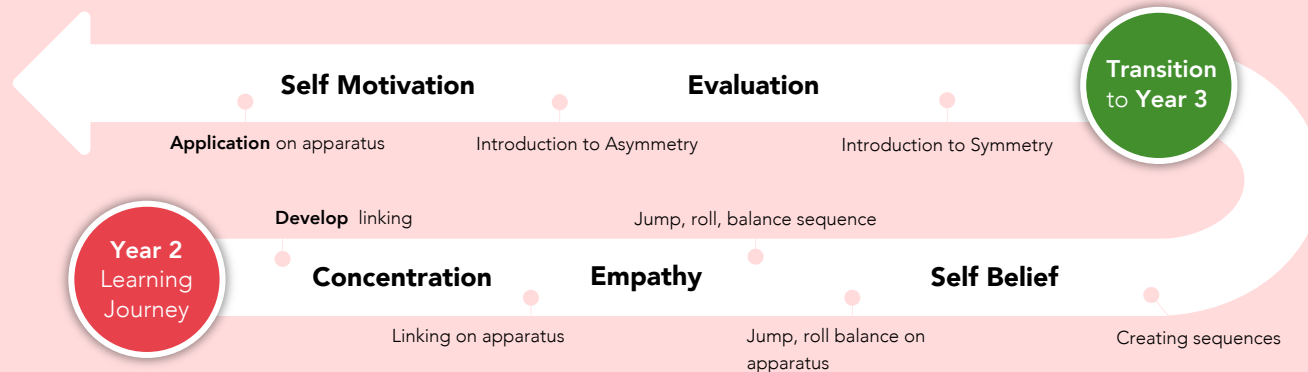


Sport Specific Vocabulary

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.





Physical Education

Gymnastics Year 2

Unit Purpose

The unit of work will **challenge** pupils to explore different ways that they can **link** movements and balances together while travelling along a variety of pathways.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.

Inspire Me

Beth Tweddle MBE was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and Olympic Games.



Key Success Criteria

- P** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- S** 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.
- W** 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.

Vocabulary for Learning

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.



Sport Specific Vocabulary

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.

