



Physical Education

Dance: Water

Unit Purpose

The unit of work will challenge pupils to use their whole body when creating sequences of movements.

Pupils will explore and respond to music as a **stimulus**. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.

Inspire Me

Did you know ... that the Pacific Ocean is the deepest ocean in the world. The Mariana Trench is the deepest part of the ocean and its maximum known depth is 10,984 metres (36,037 ft or 6.825 miles).



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** 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.

Vocabulary for Learning

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

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

Rhythm: is a repeated pattern of movements or sounds.

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.

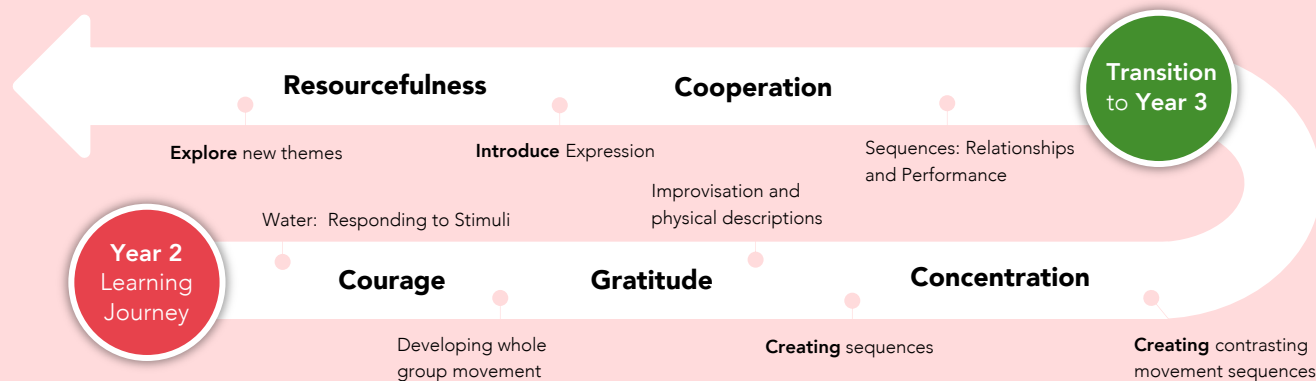


Sport Specific Vocabulary

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.





Physical Education

Ball Skills Feet Year 2

Unit Purpose

The unit of work will challenge pupils to apply their knowledge and understanding of **dribbling, passing** and **receiving** in order to **keep possession** as a team and score a point.

Inspire Me

Fara Willimas is an English footballer who is the highest capped player for her country. Fara has played at four European Championships, three World Cups and represented Team GB at the 2012 Olympics.



Key Success Criteria

- P** Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.
- 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.

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.



Sport Specific Vocabulary

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.

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.





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.





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