

UNSWORTH PRIMARY SCHOOL
Scheme of Work for Year 2 PE

National Curriculum 2014	Dance (The magic toys, lifecycles, colours and moods)	Striking and fielding (Kwik-cricket)	Gymnastics	Assessment
<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Skills</p> <ul style="list-style-type: none"> To travel including turning and gesturing or holding a shape. Incorporate movements from a held balance To further develop movement that emphasizes speed, shape, and direction To move from very low to sweeping high in time to music <p>Content</p> <p>Focus on a starting point for a dance and give demonstrations e.g. how do toys move? Demonstrate actions with a partner and practice sequences with a partner. Work in groups to create a set movement phrase. Focus on expressing moods and feelings through dance. Practise and perform short dances with clear beginnings, middles and ends that express and communicate ideas.</p>	<p>Skills</p> <ul style="list-style-type: none"> To roll a ball controlling it with hands and feet To throw and receive a ball To understand concepts of defence and attack <p>Content</p> <p>Focus on rolling balls to develop control with both hands and feet. Practise throwing and receiving a ball. Develop the concepts of defence and attack through games incorporating key skills. Play small skills based games to develop striking skills.</p>	<p>Skills</p> <ul style="list-style-type: none"> To use travel, jump, roll and climb To do high and long jumps To use floor and apparatus To follow basic safety instructions- work quietly and carry out specific instructions To plan and perform a sequence of movements To know activities change their heart rate breathing and body temperature To develop a focus about how to move from balance to travelling movements <p>Content</p> <p>Focus on traveling in a space and putting movements into a phrase. Practice making up phrases with a partner then applying these on apparatus. Focus on working with a partner on apparatus and practise how to make clear body shapes. Work on stretching and weight taking exercises then practise putting these into a movement phrase on apparatus. Perform sequences on apparatus.</p>	<p>Dance</p> <p>Can ch include turning and gesturing movements when traveling? Can ch incorporate movements from a held balance? Have ch developed movement that emphasise speed, shape and direction? Can ch move from very low to sweeping high in time to music?</p> <p>Striking and fielding</p> <p>Can ch roll a ball controlling it with their hands or feet? Can ch throw and receive a ball? Do ch understand the concepts of defence and attack? Are ch able to skip?</p> <p>Gymnastics</p> <p>Can ch travel, jump, roll and climb? Can ch do high and long jumps? Are ch able to use the floor and apparatus? Can ch follow basic safety instructions? Can ch plan and perform a sequence of movements? Do ch understand how their body changes during gymnastics? Can ch move from a balance to a travelling movement?</p>
<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns 	<p>Invasion (Hockey)</p> <p>Skills</p> <ul style="list-style-type: none"> To roll a ball controlling it with hands and feet To pass and receive a ball To understand concepts of defence and attack <p>Content</p> <p>Focus on rolling balls to develop control with both hands and feet. Practise passing and receiving a ball with hands and then extending to using a hockey stick. Develop the concepts of defence and attack through short games incorporating key skills.</p>	<p>Athletics</p> <p>Skills</p> <ul style="list-style-type: none"> Use their bodies and equipment with greater control and coordination Remember repeat and link combinations of actions Choose skills and equipment to help them meet the challenges they are set To be able to skip <p>Content</p> <p>Focus on practising underarm and overarm at targets. Complete throwing tasks and practise running effectively swinging arms and lifting knees high. Focus on how to jump safely and with control, using different jumps.</p>	<p>Outdoor adventurous activities (Problem Solving)</p> <p>Skills</p> <ul style="list-style-type: none"> Be able to solve simple challenges and problems successfully Follow instructions accurately Work as part of a group <p>Content</p> <p>Through playing different games, ch should be given opportunity to talk about the rules set for a problem and how they might go about solving it. Teams should allocate roles to each member. Teams should share ideas with other teams. Use stories and interesting imaginative scenarios for problems.</p>	<p>Invasion games</p> <p>Can ch roll a ball controlling it with their hands or feet? Can ch throw and receive a ball? Do ch understand the concepts of defence and attack? Are ch able to skip?</p> <p>Athletics</p> <p>Can ch use their bodies and equipment with control? Can ch remember, repeat and link actions? Can ch choose skills and equipment to help them meet challenges that are set?</p> <p>Outdoor adventurous activities</p> <p>Which ch are able to follow instructions and repeat them back to adult? Are ch able to work together in a team well?</p>