



YEAR: 2

TERM: Autumn Term 1:1

TITLE: RealPE Unit 1

REVISION / REMIND / REVISIT - Builds on Y1 RealPE Unit 1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop balance, agility and co-ordination, and begin to apply these in a range of activities Perform dances using simple movement patterns 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination - Floor movement patterns (FUNS Station 10) Static balance- one leg standing (FUNS Station 1) <p>End of KS Expectation- Green/Red</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Personal: Some L3- I have begun to challenge myself. I know where I am with my learning. Many L2- I try several times if at first I don't succeed. I ask for help when appropriate. All L1- I can work on simple tasks by myself. 	<ul style="list-style-type: none"> Application to Dance- Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform 	<p>School Games Values:</p> <p>Teamwork</p> <p>Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p>	<p>Inter competitions:</p> <p>SZapp</p>

		<p>I can follow instructions and practise safely.</p>	<p>sequences of their own composition with coordination.</p> <p>Resources\Dance</p>		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none"> ▪ I can plan and repeat simple sequences with coordination and control, demonstrating a variety of actions. ▪ I can change rhythm, speed, level and direction in dance to show a mood or feeling. <p>Social/ Personal</p> <ul style="list-style-type: none"> ▪ I can work well individually, with a partner or in a small group. ▪ I can recognise my own and others successes. <p>Cognitive/ Creative</p> <ul style="list-style-type: none"> ▪ I can describe how my body works and feels when taking part in physical activity. ▪ I can talk about what is different from my performance and others. ▪ I can use simple feedback to improve my performance. 			<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 1 Green level</p> <p>How many mini-squats can you do in 30 seconds?</p>		

	Pupils also use FUNS cards to self and peer-assess throughout lessons	
	KEY VOCABULARY Sequence; motif; stimulus; choreograph; unison; canon; mirroring; improvise; transitions.	



YEAR: 2

TERM: Autumn Term 1:2

TITLE: RealPE Unit 2

REVISION / REMIND / REVISIT- Builds on Y1 RealPE Unit 2	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic balance to agility (FUNS Station 6) Static balance- seated (FUNS Station 2) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Gymnastics- Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. <p>Resources\Gymnastics</p>	<p>School Games Values:</p> <p>Self- Belief</p> <p>You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best.</p>	<p>Inter competitions:</p> <p>SZapp</p>

	<ul style="list-style-type: none">ALL L1- I can work sensibly with others, taking turns and sharing			
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can plan and repeat simple sequences with coordination and control, demonstrating a variety of actions. I can change rhythm, speed, level and direction in gymnastics to show a mood or feeling.I can compete against myself (PB) and others. Social/ Personal <ul style="list-style-type: none">I can work well individually, with a partner or in a small group.I can recognise my own and others successes. Cognitive/ Creative <ul style="list-style-type: none">I can make appropriate choices about space and equipmentI can describe how my body works and feels when taking part in physical activity.I can talk about what is different from my performance and others.I can use simple feedback to improve my performance. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 2 Green level How many beanbags can you transfer in 30 seconds keeping your feet up (V sit)?	
KEY VOCABULARY Log roll; teddy bear roll; rocking forward roll; crouched forward roll; straight jump; tuck jump; jumping jack; half turn jump; cat spring to straddle.				



YEAR: 2

TERM: Spring Term 1:1

TITLE: RealPE Unit 6

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y1 RealPE 6	<ul style="list-style-type: none"> NC LINKS Participate in team games, developing simple tactics for attacking and defending 	Knowledge and Skills acquired: <ul style="list-style-type: none"> Agility- ball chasing (FUNS Station 11) Static balance- floor work (FUNS Station 3) End of KS Expectation- Green/Red	<ul style="list-style-type: none"> Application to Invasion Games- e.g. football, bench ball, Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Use hand-eye coordination to control a ball. Know how to pass the ball in different ways. 	School Games Values: Honesty With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat.	Inter competitions: Multi-skills Gymnastics SZapp
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Health and Fitness Some L3- I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise Many L2- I use equipment appropriately and move and land safely. 			

		<p>I can say how my body feels before, during and after exercise.</p> <ul style="list-style-type: none"> ▪ All L1- I am aware of why exercise is important for good health. 	Resources\Invasion Games		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none"> ▪ I can perform basic skills of rolling, striking and kicking with more confidence and apply these skills in a variety of simple games ▪ I can compete against myself (PB) and others <p>Social/ Personal</p> <ul style="list-style-type: none"> ▪ I can work well individually, with a partner or in a small group. ▪ I can recognise my own and others successes. ▪ I can agree to follow rules and show fairness. ▪ I can show awareness of opponents and team-mates when playing games. <p>Cognitive/ Creative</p> <ul style="list-style-type: none"> ▪ I can describe how my body works and feels when taking part in physical activity. ▪ I can talk about what is different from my performance and others. ▪ I can use simple feedback to improve my performance. 				<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 11 Yellow</p> <p>How many times can you stop the ball in 30 seconds?</p>	

	<ul style="list-style-type: none"> ▪ I can use a variety of simple tactics. ▪ I can make choices about appropriate targets, space and equipment. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>	
	<p>KEY VOCABULARY</p> <p>Strike; control; throw; catch; dribble; pass; travelling.</p>	



YEAR: 2

TERM: Spring Term 2:2

TITLE: RealPE Unit 3

REVISION / REMIND/ REVISIT- Builds on FS RealPE 3	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic balance on a line (FUNS Station 5) Static balance-stance (FUNS Station 4) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Yoga- Salute to the Sun .. \Year 2 \Reources \Yoga- Salute to the Sun 	<p>School Games Values:</p> <p>Determination</p> <p>Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.</p>	<p>Inter competitions:</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Cognitive Some L3- I can explain what I am doing well and I have begun to identify areas for improvement Many L2- I can begin to order instructions, movements and skills. 			

		<p>I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p> <ul style="list-style-type: none">▪ All L1- I can name some things I am good at.▪ I can understand and follow simple rules.			
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can plan and repeat simple sequences with coordination and control, demonstrating a variety of action. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work well individually, with a partner or in a small group.▪ I can recognise my own and others successes. <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ I can describe how my body works and feels when taking part in physical activity.▪ I can talk about what is different from my performance and others.▪ I can use simple feedback to improve my performance <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>				<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 4- Green level</p> <p>How long can you balance on a reverse bench on the balls of your feet?</p>	
<p>KEY VOCABULARY</p>					

	Stretch; exercise; calm; relaxation; asana; pose; breathing; body; mindfulness; activity; core; salute; salutations.
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YEAR: 2

TERM: Summer Term 3:1

TITLE: RealPE Unit 5

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y1 RealPE 5	<ul style="list-style-type: none"> NC LINKS 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>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination-sending and receiving (FUNS Station 8) Agility- Reaction/ Response (FUNS Station 12) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Invasion Games- .. \Year 2 \Reources \Invasion Games <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Use hand-eye co-ordination to control a ball. Bounce and kick a ball whilst moving. Know how to pass the ball in different ways.</p>	<p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p>	<p>Inter competitions:</p> <p>KS1 Cheerleading</p> <p>SZapp</p>

		<p>I can perform a range of skills with some control and consistency.</p> <ul style="list-style-type: none"> ▪ All L1- I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. 			
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none"> ▪ I can perform basic skills of rolling, striking and kicking with more confidence and applying these skills in a variety of actions. <p>Social/ Personal</p> <ul style="list-style-type: none"> ▪ I can work well individually, with a partner or in a small group. ▪ I can recognise my own and others successes. ▪ I can agree to follow rules and show fairness. ▪ I can show awareness of opponents and team-mates when playing games. <p>Cognitive/ Creative</p> <ul style="list-style-type: none"> ▪ I can describe how my body works and feels when taking part in physical activity. ▪ I can talk about what is different from my performance and others. 			<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 8- Green level</p> <p>How many times can you throw a ball at a wall and catch it after one bounce in 30 seconds?</p>		

	<ul style="list-style-type: none"> ▪ I can use simple feedback to improve my performance. ▪ I can use a variety of simple tactics. ▪ I can make choices about appropriate targets, space and equipment. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>	
	KEY VOCABULARY Striking; sending; receiving; travelling; accurate; bouncing; directions.	



YEAR: 2

TERM: Summer Term 3:2

TITLE: RealPE Unit 4

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y1 RealPE 4	<ul style="list-style-type: none"> NC LINKS 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>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Coordination- Ball Skills (FUNS Station 9) Counter Balance with a Partner (FUNS Station 7) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Games- Athletics <p>Run at different paces and using a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Run with basic techniques following a curved line. Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Investigate the best jumps to cover different distances. Throw different types of equipment in different</p>	<p>School Games Values:</p> <p>Respect</p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p>	<p>Inter competitions:</p> <p>Kick Rounders</p> <p>School Games Day</p> <p>SZapp</p>

	<p>I can begin to compare my movements and skills with those of others.</p> <ul style="list-style-type: none">▪ All L1- I can explore and describe different movements.	<p>ways, for accuracy and distance.</p> <p>Resources\Athletics</p>		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can plan and repeat simple sequences with coordination and control, demonstrating a variety of actions.▪ I can compete against myself (PB) and others. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work well individually, with a partner or in a small group.▪ I can recognise my own and others successes. <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ I can describe how my body works and feels when taking part in physical activity.▪ I can talk about what is different from my performance and others.▪ I can use simple feedback to improve my performance.▪ I can make choices about appropriate targets, space and equipment. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 8- Green level</p> <p>How many times can you throw a ball at a wall and catch it after 1 bounce in 30 seconds?</p>	
<p>KEY VOCABULARY</p>				

	Pace, stride, speed, technique, compare, combine, accuracy, distance.
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