



YEAR: 2

TERM: Autumn Term 1:1

 NC LINKS Develop balance, agility and co- ordination, and begin to apply these in a range of activities Perform dances using simple patterns Real PE Learning betain compatibility Some L3 - I have begun to challenge myself. I know where I am with my learning. MC LINKS Knowledge and Skills acquired: Co-ordination - Floor movement patterns Co-ordination - Floor movement patterns Co-ordination - Floor movement patterns Static balance- one leg standing (FUNS Station 1) Static balance- one leg standing (FUNS Station 1) Station 1)	_		COHERENCE	CREDIBILITY		CREATIVITY	COMPASSION	COMMUNITY
agility and co- ordination, and begin to apply these in a range of activities· Co-ordination - Floor movement patterns (FUNS Station 10)Copy, remember and repeat actions. Create a short motif inspired by aTeamworkSZapp* Perform dances using simple movement patterns• Static balance- one leg standing (FUNS Station 1)• Static balance- one leg short motif inspired by aTreating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.• 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'tCopy, 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 times if at first I don'tSZapp	it 1	-	NC LINKS	Knowledge and Skills	-	Application to	School Games Values:	Inter competitions:
und ordination, and begin to apply these in a range of activities· Co-ordination - Floor movement patterns (FUNS Station 10)Copy, remember and repeat actions. Create a short motif inspired by aTeamworkSZapp* Perform dances using simple patterns• Static balance- one leg standing (FUNS Station 1)· Static balance- one leg standing (FUNS Station 1)· Static balance- one leg short motif inspired by aTreating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.• 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· Copy, remember actions. Create a short motif inspired by aTeamworkSZapp• Many L2- I try several times if at first I don't· Copy, remember actions. Use simple choreographic different transitions withinTeamworkSZapp	С С	•	Develop balance,	acquired:		Dance-		
appropriate. All L1- I can work on the timing of their	/ REVISIT - Builds on Y1 RealPE	-	agility and co- ordination, and begin to apply these in a range of activities Perform dances using simple movement	 Co-ordination - Floor movement patterns (FUNS Station 10) Static balance- one leg standing (FUNS Station 1) End of KS Expectation- Green/Red 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. 		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	Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a	SZapp

	I can follow instructions and practise safely.	sequences of own composi with coordin <u>Resources\Dan</u>	tion ation.		
 control, demonstrat I can change rhythma mood or feeling. Social/ Personal I can work well indit I can recognise my Cognitive/ Creative I can describe how physical activity. I can talk about whe others. 	RIA At simple sequences with coor Fing a variety of actions. In, speed, level and direction i vidually, with a partner or in a own and others successes. My body works and feels whe at is different from my perform	n dance to show a small group. In taking part in formance and	FUNS	DNAL BEST CHALLENGE: 1 Green level nany mini-squats can you do i	in 30 seconds?

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





TERM: Autumn Term 1:2 YEAR: 2

		COHERENCE	CREDIBILITY		CREATIVITY	COMPASSION	COMMUNITY
Unit 2	•	NC LINKS Develop balance,	Knowledge and Skills acquired:	•	Application to Gymnastics-	School Games Values:	Inter competitions:
REVISION / REMIND / REVISIT- Builds on Y1 RealPE U		agility and co- ordination, and begin to apply these in a range of activities	 Dynamic balance to agility (FUNS Station 6) Static balance- seated (FUNS Station 2) End of KS Expectation- Green/Red Real PE Learning Behaviour- Social Some L3- I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. Many L2- I can help, praise and encourage others in their learning. 	Re	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.	Self- Belief You've got to believe to achieve. Have the self- belief and confidence to succeed and achieve your personal best.	SZapp

	taking turns and sharing			
ASSESSMENT CRIT	ERIA		PERSONAL BEST CH	ALLENGE
Physical			FUNS 2 Green level	
 I can plan and r 	epeat simple sequences with	coordination and	How many beanbags co	an you transfer in 30 seconds
control, demons	strating a variety of actions.	I can change rhythm,	keeping your feet up (V sit)?
speed, level and	l direction in gymnastics to s	how a mood or feeling.		
•	against myself (PB) and other	S.		
Social/ Personal				
	individually, with a partner o			
•	my own and others successe.	S.		
Cognitive/ Creative				
	opriate choices about space			
 I can describe l physical activity 	how my body works and feels y.			
 I can talk about others. 	t what is different from my p			
 I can use simple 	e feedback to improve my per	rformance.		
Pupils also use FUNS of	cards to self and peer-assess	s throughout lessons		
KEY VOCABULARY				





YEAR: 2

TERM: Spring Term 1:1

		COHERENCE	CREDIBILITY		CREATIVITY	COMPASSION	COMMUNITY
	•	NC LINKS	Knowledge and Skills	•	Application to	School Games Values:	Inter competitions:
9	•	Participate in	acquired:		Invasion Games-		Multi-skills
RealPE		team games,	 Agility- ball chasing 		e.g. football,	Honesty	Gymnastics
Re		developing simple	 (FUNS Station 11) 		bench ball,		
у1		tactics for	 Static balance- floor 		Strike or hit a ball	With others and with	SZapp
(uo		attacking and	work (FUNS Station 3)		with increasing	yourself, have the	
s S		defending	End of KS Expectation-		control. Learn	courage to do the right	
Builds			Green/Red		skills for playing	thing and what you know	
B			 Real PE Learning 		striking and	is right. Let the best	
Ë.			Behaviour- Health and		fielding games.	person win, not the best	
REVISIT			Fitness		Position the body	cheat.	
М С			 Some L3- I can explain 		to strike a ball.		
			why we need to warm-		Throw, catch and		
REMIND/			up and cool down.		bounce a ball with		
MI			I can describe how and		a partner. Use		
RE			why my body changes		throwing and		
>			during and after		catching skills in a		
N N			exercise		game. Use hand-		
SI			 Many L2- I use 		eye coordination		
REVISION			equipment		to control a ball.		
RE			appropriately and move		Know how to pass		
			and land safely.		the ball in		
					different ways.		

	I can say how my body feels before, during and after exercise. • All L1- I am aware of why exercise is important for good health.	<u>Resources\Invasion</u> <u>Games</u>			
ASSESSMENT CRITE	RIA		PERSONAL BE		GE:
Physical			FUNS 11 Yello		
 I can perform basic skills of rolling, striking and kicking with more confidence and apply these skills in a variety of simple games 			How many time	es can you stop	the ball in 30 seconds?
 I can compete against myself (PB) and others 					
Social/ Personal					
 I can work well individual 					
 I can recognise my 					
 I can agree to follow rules and show fairness. 					
 I can show awareness of opponents and team-mates when playing games. 					
Cognitive/ Creative					
•	my body works and feels whe	n taking part in			
physical activity.	, ,				
	edback to improve my perform				

 I can use a variety of simple tactics. 	
 I can make choices about appropriate targets, space and equipment. 	
Pupils also use FUNS cards to self and peer-assess throughout lessons	
KEY VOCABULARY	
Strike; control; throw; catch; dribble; pass; travelling.	





YEAR: 2

TERM: Spring Term 2:2

e	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	 NC LINKS 	Knowledge and Skills	 Application to 	School Games Values:	Inter competitions:
RealPE	 Develop balance, 	acquired:	Yoga- Salute to		
	agility and co-	 Dynamic balance on 	the Sun	Determination	SZapp
FS	ordination, and	a line (FUNS	\Year		
ю	begin to apply	Station 5)	<u>2\Reources\Yoga-</u>	Never give up on trying	
	these in a range	 Static balance- 	Salute to the Sun	to achieve your goals.	
Builds	of activities.	stance (FUNS		Putting in 100% even at	
8		Station 4)		difficult times and being	
H		End of KS Expectation-		the very best they can	
/IS		Green/Red		be.	
REVISIT		 Real PE Learning 			
		Behaviour- Cognitive			
REMIND/		• Some L3- I can explain			
¥		what I am doing well			
RE		and I have begun to			
\geq		identify areas for			
Z		improvement			
SI		 Many L2- I can begin 			
REVISION		to order instructions,			
R		movements and skills.			

	 I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. All L1- I can name some things I am good at. I can understand and follow simple rules. 				
ASSESSMENT CRITE	RIA		PERSONA	AL BEST CHALLENG	ie:
Physical			FUNS 4-	Green level	
 I can plan and reper 	at simple sequences with coor	dination and	How long	can you balance on a	reverse bench on the balls
	ting a variety of action.		of your fe	eet?	
Social/ Personal					
 I can work well individually, with a partner or in a small group. 					
 I can recognise my 	own and others successes.				
Cognitive/ Creative					
 I can describe how physical activity. 	my body works and feels when	n taking part in			
 I can talk about what is different from my performance and others. 					
 I can tak about what is different from my performance and others. I can use simple feedback to improve my performance 					
Pupils also use FUNS cards to self and peer-assess throughout lessons					
KEY VOCABULARY	a as to sell and peer assess				

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





YEAR: 2 TERM: Summer Term 3:1

		COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
E 5	•	NC LINKS Master basic	Knowledge and Skills acquired:	 Application to Invasion Games- 	School Games Values:	Inter competitions: KS1 Cheerleading
REVISION / REMIND/ REVISIT- Builds on Y1 RealPE		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.	 acquired: Co-ordination-sending and receiving (FUNS Station 8) Agility- Reaction/ Response (FUNS Station 12) End of KS Expectation- Green/Red Real PE Learning Behaviour- Physical Many L3- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Some L2- I can perform a sequence of movements with some changes in level, direction or speed. 	Invasion Games- \Year 2\Reources\Invasion Games 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.	Passion 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.	KSI Cheerleading SZapp

	 I can perform a range of skills with some control and consistency. 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. 				
ASSESSMENT CRITE	RIA		_	ST CHALLENGE:	
Physical			FUNS 8- Gree		
-	skills of rolling, striking and kick d applying these skills in a variety	-		es can you throw a ball a ace in 30 seconds?	t a wall and catch it
Social/Personal					
 I can work well individual 	vidually, with a partner or in a smo	all group.			
	own and others successes.				
•	w rules and show fairness.				
_	ss of opponents and team-mates v	vhen			
playing games.	••				
Cognitive/ Creative					
•	my body works and feels when tak	king part			
	at is different from my performa	nce and			

 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.	
Pupils also use FUNS cards to self and peer-assess throughout	
lessons	
KEY VOCABULARY	
Striking; sending; receiving; travelling; accurate; bouncing; directi	ons.





YEAR: 2 TERM:

TERM: Summer Term 3:2

		COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
4	•	NC LINKS Master basic	Knowledge and Skills acquired:	 Application to Games- Athletics 	School Games Values:	Inter competitions: Kick Rounders
REVISION / REMIND/ REVISIT- Builds on Y1 RealPE 4		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.	 acquired: Coordination- Ball Skills (FUNS Station 9) Counter Balance with a Partner (FUNS Station 7) End of KS Expectation- Green/Red Real PE Learning Behaviour- Creative Some L3- I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks Many L2- I can select and link movements together to fit a theme. 	Games- Athletics 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	Respect 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.	Kick Rounders School Games Day SZapp

	I can begin to compare my movements and skills with those of others. All L1- I can explore and describe different movements.	ways, for accuracy and distance. <u>Resources\Athletics</u>			
ASSESSMENT CRITERIA		PERSONAL BEST CHALLENGE:			
Physical		FUNS 8- Green level			
	 I can plan and repeat simple sequences with coordination and control, 		How many times can you throw a ball at a wall		
demonstrating a variety of actions.			and catch it after 1 bounce in 30 seconds?		
 I can compete against myself (PB) and others. 					
Social/ Personal					
 I can work well individually, with a partner or in a small group. 					
 I can recognise my own and others successes. 					
Cognitive/ Creative					
 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 make choices about appropriate targets, space and equipment. 					
Pupils also use FUNS	5 cards to self and peer-assess t				
KEY VOCABULARY	÷		·		

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