

Year 2 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y1 - Run at different speeds; Jump as high and as far as possible using correct technique; Land safely with control; Roll a ball along a line or to a target; Use a simple overarm throw; Use an underarm sling; Catch a ball; Throw a ball into a hoop; Say how we could warm our bodies up before exercising; Run, walk, jog, hop, skip, leap, gallop or jump.				Next learning: Y3 - Use a pivot movement; Identify which activities they need to improve; - Perform different types of jumps; Explain how they feel after exercise; Show some control and accuracy when rolling a ball and aiming for a target; Combine skills; Complete activities independently; Identify improvements;			
2.1 Circuit Training	6	<ul style="list-style-type: none"> - Change the direction of movements with control. - Use and combine different types of jumps. - Perform movements with control and accuracy. - Combine more than one skill to complete an activity. - Complete activities independently and try to improve own performance. - Watch others and use this to improve own performance. 	<ul style="list-style-type: none"> - Use a pivot movement to change direction; - Identify which activities they need to improve; - Perform different types of jumps with control and use more than one type of jump in an activity; - Explain how they feel after exercise; - Show some control and accuracy when rolling a ball and aiming for a target; - Identify similarities and differences between their own performance and that of someone else; - Combine skills within an activity; - Identify which skills are needed for a particular activity; - Complete activities independently and record their scores; - Suggest some ways that a partner can improve their performance; - Identify improvements shown on their scorecard. 	<ul style="list-style-type: none"> - Different physical targets - Learning journal template 	Continuous throughout. Practical Learning journal	To develop balance and coordination. To master basic movements and apply these in a range of activities,	Science – speed Maths – height/distance
Previous learning: Y1 - Roll a ball along a line or to a target; Use a simple overarm throw; Use an underarm sling; Catch a ball; Throw a ball into a hoop; Say how we could warm our bodies up before exercising; Run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection.				Next learning: N/A			
2.2 Throwing & Catching	6	<ul style="list-style-type: none"> - Roll and stop a ball. - Bounce a ball with control whilst moving. - Throw and catch. Balance. - Throw and catch a ball with a partner. Keep my balance. - Bounce a ball to a partner. - Pitch a quoit sideways. 	<ul style="list-style-type: none"> - Stop a rolling ball with two hands. - Bounce a ball whilst moving. - Use an opposition overarm throw. - Pitch a quoit sideways. - Jump to catch a ball. - Get into position to catch a ball. - Say how their bodies feel different after exercising. - Walk along a line. - Keep their balance when pushed. - Dodge. 	<ul style="list-style-type: none"> - Different physical targets 	Continuous throughout. Practical	To use running, jumping, throwing and catching in isolation and in combination.	N/A
Previous learning:				Next learning: Y4 - Demonstrate a range of dance techniques, such as unison, canon, repetition etc; Combine and link an increasing number of movement phrases and patterns; Respond and react accordingly to their partner's/group member's dance movements.			

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<p>2.3 Dance – The Gunpowder Plot</p>	6	<ul style="list-style-type: none"> - Understand how dance can be used to communicate. - Use different dance movements to communicate an idea. - Dance in different formations to communicate different ideas. - Communicate feelings through dance. - Refine and improve my movements. - Change the rhythm of my movement to communicate different ideas. 	<ul style="list-style-type: none"> - Act and react with a partner and a group. - Use expressions, gestures and movement to communicate ideas and feelings. - Dance simple motifs, remember and repeat them. - Dance in unison and canon. - Improvise movement. - Put several motifs together to make a dance; - Move fluently; - Say how they would improve a movement or dance. - Change the tempo and rhythm of your movement. - March in single file or side by side. - Know why it is important to stretch after exercise. - Know why we cool down after exercise. - Remember and repeat their pathway. - Move between personal and wider space. 	<ul style="list-style-type: none"> - Different physical targets 	<p>Continuous throughout.</p> <p>Practical</p>	<p>To perform dances using simple movement patterns</p>	N/A
<p>Previous learning: Begin to use space well to pass and receive a ball; Mark a player by staying close to them; Attempt to intercept a ball between other players; Use eye contact to indicate their intentions to their teammates; Evade defenders by quickly changing direction.</p>				<p>Next learning: See unit 2.5 Invasion Games</p>			
<p>2.4 Games – Bat & Ball</p>	6	<ul style="list-style-type: none"> - Hold a racket correctly to hit a ball. - Hit a ball that has been thrown underarm. - Practise and use a simple tactic. - Hold a cricket bat correctly and use it to hit a ball. - Practise a range of cricket skills. - Combine my skills to play a competitive team game. 	<ul style="list-style-type: none"> - Hold a racket correctly and use it to hit a ball with control. - Hit a ball to a target with increasing accuracy. - Throw a ball underarm showing some accuracy when aiming for a partner's racket. - Hit a ball that has been thrown to them, showing some control of the direction. - Combine their skills to play a competitive game against a partner. - Apply a practised tactic to help them to win a competitive game. - Hold a cricket bat correctly and use it to control and hit a ball to a target. - Use the correct technique to roll a ball accurately to a partner. - Use a cricket bat to hit a ball that has been rolled to 	<ul style="list-style-type: none"> - Different physical targets 	<p>Continuous throughout.</p> <p>Practical</p>	<p>To develop balance and co-ordination.</p> <p>To master basic movements and apply these in a range of activities.</p>	N/A

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			<ul style="list-style-type: none"> them, controlling the direction of the hit. - Use the correct overarm technique to throw a ball forwards. - Watch a partner, describe what they are doing well and identify an area for improvement. - Cooperate with others to play a team game, taking on different roles within the game. 				
Previous learning: See unit 2.4 – Bat & Ball			Next learning: Y3 - Strike a bowled ball in an intended direction; Stop a ball using a range of techniques; Play cooperatively with teammates, making decisions about when to run for points and when to not; Choose and use a range of simple tactics and strategies when striking and fielding; Invent rules for striking and fielding games.				
2.5 Games – Invasion Games	5	<ul style="list-style-type: none"> – Move with the ball in a game. – Use space when passing and receiving in a game. – Use throwing and catching to pass and receive the ball in a game. – Know how to make or deny space when attacking and defending in a game. – Use attacking and defending skills in a game. – Apply specific skills to an invasion game. Follow rules to play a game. 	<ul style="list-style-type: none"> - Recognise and describe how the body feels during and after physical activity. - Begin to use and understand the terms attacking and defending. - Throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; - Kick a ball, using the correct technique whilst moving, with some control and fluency; - Pass a ball in different ways, using the correct technique, with some control and accuracy. - Use throwing, catching and kicking skills in a game with increasing confidence and success. - Begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking. - Choose and use the best space in a game, including passing to a player who is in space. - Perform learnt skills with increasing control. - Follow rules to play different games and understand the importance of having them. - Show good teamwork in competitive situations. 	- Different physical targets	Continuous throughout. Practical	To participate in team games, developing simple tactics for attacking and defending.	
Previous learning: Y1 - Enter and exit water safely; Move in different directions for distance of 5m; blow bubbles in water with mouth and nose submerged.			Next learning: Y2 – enter and exit water safely; stretched floating using aids; push and glide; water safety code; swim on back/front for distance of 5m.				
2.6 Swimming	6	<ul style="list-style-type: none"> - Purple: 5m aided Swim aided for 5m using recognised arm & leg actions; competently, confidently & consistently. - Purple stroke development: Move 5m Forwards, backwards & sideways. - Purple stroke development: Kick 5m on the Front (with buoyancy aids). - Purple stroke development: Kick 5m on the 	<ul style="list-style-type: none"> - Enter and exit water safely. - Swim on back/front for a distance of 5m. - Understand the water safety code. 	- Different physical targets	Continuous throughout. Practical	To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Maths – positions PSHCE – water safety

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	<p>back (with buoyancy aids).</p> <ul style="list-style-type: none"> - Purple water safety: Enter the water safely and blow bubbles using the mouth & nose 3 times. - Purple water safety: Float on front or back for 5 seconds, moving into a standing position (use of aids permitted). - Purple water safety: Take part in teacher led water confidence games. - Purple water safety: Answer correctly 3 questions on pool rules. - Purple water safety: Exit the water safely. 				<p>To perform safe self-rescue in different water-based situations.</p>	
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