



Year Two

National Curriculum Targets

Physical education – key stages 1 and 2

Subject content

Key stage 1

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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics	Self Care
Learning outcome DO	Can assist with scoring an activity	Can describe the ABC's relating to movement	Can identify why our bodies sweat and how this effects our need for water	Can identify that it is important to eat a balanced diet	Can identify large muscles/bones and small muscles/bones	Can identify different ways to improve the chances of winning in an activity	Can explain why we need to warm up and cool down our body before and after exercise
Teaching Point	Can identify rules of the game/activity	Can demonstrate good balance	Can identify that as we sweat we become thirsty so need to take more fluid on board during exercise	Can identify 3 food groups	Can name a large bone and muscle	Can identify how to win in a game/activity	Can dress and undress themselves independently
Teaching Point	Can explain how to score points or win in a game/activity	Can demonstrate good coordination	Can identify that our bodies sweat in order to help cool down	Can identify and explain a food group in relation to exercise (ie: carbs give us energy which is needed during exercise)	Can name a small bone and muscle	Can identify that in a team game it is important to work together to have the best chance of winning	Understands why we need to exercise
Teaching Point	Can be fair when scoring an activity	Can demonstrate good agility	Can identify that you become breathless when doing exercise	Can identify that it is good to have a small amount of fats/sugars in your diet	Can identify how a muscle can help with aspects of PE (ie; strong core muscle will help with balance)	Can demonstrate how to use the basic skills needed for the game effectively	Can handle apparatus safely

Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
Learning outcome DO	Can identify that it is good to win, but try your best is more important	Can identify how to respect other children during an activity	Can identify positive feelings when taking part in an activity	Can join teams without any problems during an activity	Can describe one reason why it is important to be active	Can confidently assist with scoring various activities
Teaching Point	Can demonstrate perseverance	Can demonstrate respect by shaking hands at the end of a game	Can explain what they enjoy about an game/activity	Can demonstrate a positive attitude to working with others	Can identify that if you don't do exercise you may gain weight	Can explain the rules of various games and activities
Teaching Point	Can cope with losing when they have tried their best	Can encourage other children	Can explain why they enjoy working as a team	Can identify why it is important to work with a variety of people	Can identify that as well as being active it is important to have a balanced diet	Can identify how to score a point or win in various activities
Teaching Point	Can encourage others to try their best	Can support other children that may be struggling	Can identify that some games are just for fun and its not always about winning!	Can be encouraging to other children when working as a team	Can identify that being active can help release energy	Can encourage and help others that may not fully understand the rules

Athletics DO

National Curriculum	<ul style="list-style-type: none"> Can complete an obstacle course with control and agility Can master throwing techniques 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Learning outcome DO	Identify children's current understanding of the topic	Run demonstrating acceleration and deceleration	Jump using arms and legs to give body swing	Throw an object with accuracy	Take turns swapping object in a team race	Compete (trying to win) in an athletics event
Teaching Point	When warming up know your body – start gradually then get quicker, ensure dynamic stretches are not rushed and that they are controlled	Start low and burst into speed by pushing against the floor like you are going through a brick wall	When tagging it is important to propel your body in different directions but still keep your balance	It is important that when we are throwing for accuracy we put the right amount of speed on the ball- not too fast and not too slow	When the number is called react quickly to getting into your team	When moving show a definite change of speed
Teaching Point	When throwing push forwards into the throw	When we are running quickly it is important that we move our arms to help push our bodies forward	Push against the floor when jumping off the balls of your feet	When throwing the object look to where you want it to go	Don't slow down to get the next child in the race, pass the bean bag quickly	In the races encourage your team mates to try their hardest so you can win
Teaching Point	When jumping use your arms to swing forward	When we change from slow to quick we push off the ground to accelerate with the balls of our feet	Bended knees create a spring effect	The more you swing your arm the further the ball will go	When you receive the bean bag hold your hand out to receive then go quickly	Make sure that you are in a ready position when it is your go next to make it quicker and easier for the person running
Teaching Point	When swapping runners you must be ready to go at the right time, not before	Look in the direction you are going	Swing your arms forward when jumping to help further propel your body	make sure you release the object at the right time	The child waiting to run must be looking and ready to go quickly	When jumping make sure you are using bent knees and swinging those arms to give you as much power as possible
Teaching Point		When overtaking you must accelerate quickly by pushing off the ground when driving the body forwards		Try to bend your legs as you throw as this will give you more power	It is important to get your object off the ground without lowering	When throwing it is important we aim for where we want the object to go and to swing your arm to give you power

Health Related Fitness (HRF) and Dodgeball DO						
National Curriculum	<ul style="list-style-type: none"> • Can master throwing and catching skill accurately and consistently • Can master basic attacking and defending skills and use them in game-based activities 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Speed- Anaerobic Fitness	Strength	Endurance/Aerobic	Agility	Match Up!
Learning outcome DO	Understand the rules and game format specific to age group	Can run at full speed from a moving position	Can show strength to keep their bodies from losing balance when dodging a ball	Can show repeated efforts of endurance	Can show agility to retrieve a ball	Play an inter class competition to age specific games of dodgeball
Teaching Point	To make gains in our fitness we must push ourselves to work harder than our bodies are used to	When we are attempting to get an island we need to slow down to get into the islands but ensure we don't slow down to much that we become shark bait!	Try to use your whole body to perform strength requiring activities, more muscles= more strength	See if children can recognise the difference between running for a short amount of time and long amount of time	To get around the other children our steps must be small and quick, ensure we are on the balls of our feet	Children can explain the difference between the four components of fitness
Teaching Point	Can you name different areas of fitness?	Use your arms and legs by pushing them fast to generate explosive power	Keep a wide stance so that you can keep balance and remain strong	Why is it important to have good endurance in dodgeball? So that we can keep going when playing for a long time	Agility is required when we retrieve the ball. When changing direction to go backwards, ensure that your body is facing forwards.	What fitness component do you want to improve and how could this help in dodgeball?
Teaching Point	Encourage children to work hard	It is important to run as many times as possible when trying to steal the flag to give you a better chance of getting it	It is important to use a firm grip, when shielding the ball use your upper limb muscles to hold the ball firmly	Why do we breathe heavier when we are working on our endurance? Because the body is breathing more oxygen to fuel the muscles	When we are showing agility we should be going quickly – keep on the move.	Use agility to dodge the ball, strength when throwing, speed when running to the middle and endurance to keep going when you are tired!

FUNdamental Football DO

National Curriculum	<ul style="list-style-type: none"> Can master basic attacking and defending skills and use them in game-based activities Develop balance, agility and coordination skills 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Passing	Receiving	Dribbling	Stealing and Defending	Shooting and attacking
Learning outcome DO	Observe current understanding and introduce football	Can pass a ball to a non moving object or child (with feet)	Can control a moving ball from the ground (with feet)	Can dribble a ball at different speeds, whilst changing direction (with feet)	Can forcefully within the rules steal a ball from another players feet (with feet)	Can shoot the ball at a stationary object (with feet)
Teaching Point	Keep the ball close when dribbling and keep your head up as you dribble to see what's around you	Look to the player you are passing to. Try to pass it on making it as easy as possible for them to control	Call for the ball to receive it, show you are looking, hand signals and communication. Useful	Ensure you can see what is around you, keep your head up looking at the same time as concentrating on controlling the bal. Fina a middle point that can see both the ball and what is around you	When we are defending we must keep our head up to see where the danger is and approach with a low body for greater balance	Ensure you keep your head up when shooting so you know where the ball is going
Teaching Point	When dribbling across make sure you are looking up to see when the aliens are shooting	When passing the ball get some good power to make sure it hits the target but not too much that its hard to control	When we receive the ball we have to take the sting out of it. Stop the ball without letting it get away. Try to use different parts of the foot.	Keep the ball close to your body so that you have full control of it, lots of touches on the ball. If you let it get away you will lose it!	When we are defending we must stay close to the other person, Don't go in too close that they find it easy to get you	It is important that children attack open space in front of them to gain ground but make sure they don't get too close to the defender
Teaching Point	When passing the ball in, try to hit the ball with control and attempt both feet with different parts of the foot	Ensure that you look up and your body is facing the target	If we receive the ball and it doesn't go where we want it we have to be ready to react – get on the balls of your feet.	Try to use both feet and different parts of your feet.	When we are dribbling into open space we ca hit the ball further but when we are dribbling into danger we must make smaller touches to keep the ball under control	When you see the chance to score you must take it
Teaching Point	Keep the ball close when dribbling	Try both feet and use different parts of your foot- inside, laces, outside	Try to avoid receiving the ball in dangerous areas ie; in front of your goal or when a player is close to you	When we are dribbling into open space we ca hit the ball further but when we are dribbling into danger we must make smaller touches to keep the ball under control	When could it be better to pass rather than dribble? If one of your players is in a better position.	Keep your head up so you are aware of where the goal is and if it is open
Teaching Point	If you want a player to pass you the ball you must try and make your self available by losing your marker	When attacking try to pass the ball forwards away from danger				

Invasion Games DO

National Curriculum	<ul style="list-style-type: none"> • Can master basic attacking and defending skills and use them in game-based activities • Can master throwing and catching skill accurately and consistently 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match up!
Learning outcome DO	Identify children’s current understanding of the topic	Dribble in different ways using left and right hands/feet	Pass in different ways with speed and accuracy	Receive a ball from different heights and distances	Shoot in different ways over different distances	Compete showing effective ball control without pressure in an invasion game
Teaching Point	Encourage children to think of different ways we can move within invasion games encouraging fundamental movement skills	Use small touches on the ball to keep it close, however do not be afraid to push the ball out in an open space if you think you have control	Communicate to pass the ball, hand signals and speaking	It is important when receiving that we are ready to react to where the ball is going	Children to recognize different invasion games and understand the importance of shooting quickly	When tagging players we must keep our balance, our stance wide and our knees bent
Teaching Point	What different invasion games can the children identify	Use different parts of the body to change the direction of the ball	Taking the power out of the ball when receiving – don’t break the egg, bring it in to your body	How can we show and tell that we are ready? Use hands to show you are ready to get the ball and communicate to tell them you are ready	Keep your balance when shooting, try to point your body to the direction you are shooting	Choose the right time to steal – Link to coordination
Teaching Point	What skills can the children recognise that are needed for invasion games (passing, dribbling and shooting)	Head up to see where you are going	Pass high/low with speed and aim for the target	Pass high/low with speed and point body towards the target	Shoot away from danger making it harder for a blocking player	Eye contact when passing, hands ready when receiving
Teaching Point	Clearly outline the rules and check for understanding	When speeding up keep the ball close enough to control it to where you want it to go		Get into the right position to receive and meet the ball in that position	How can we get into positions to help us score and how can we let our team mates know that we are getting into those positions?	When defending in front of the player with the ball stand in a way that cuts of any passes
Teaching Point	Keep your head up to see all the action	Get low to the ball when keeping the ball really close to give you better balance				When defending where is it best to go in order to intercept the ball

Net/Wall Games DO

National Curriculum	<ul style="list-style-type: none"> Can master throwing skills accurately and consistently 				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match up!
Learning outcome DO	Identify children's current understanding of the topic	Can hit a ball with hands accurately along the floor to another child	Can return a ball accurately hitting with hands along the floor (without stopping the ball)	Can accurately throw a ball overarm with a bounce to another child	Play net/wall match appropriate to the child's age
Teaching Point	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Keep your head up looking where the people with the balls are	Ready position with knees bent, watch the ball, watch the ball into your hand, communicate when swapping your ball	Agility, balance, body control
Teaching Point	Hit through the ball for power	When hitting try to stand side ways on to allow your arm to pass through the front of your body	When hitting back use an open head	Side on nike tick shape with the arms when throwing, throw the ball up in a rainbow shape	Cheek of the racquet faces the floor, throw the ball in a rainbow shape
Teaching Point	Look at the target you are aiming for	Keep a locked wrist	Get low by bending your knees, hit the ball with an open hand	Catapult serve-hold the ball on the racquet at head height and catapult it towards the target	Knees bent in the ready position, push the ball
Teaching Point	Swing your arm through the ball with a open hand	Ensure you hit with an open palm for greater power	When using the racket hit with a open racket brushing the racket along the floor	Side-on point the front arm up	
Teaching Point	Make the hit at the right time and try and get the right speed on the ball, not too hard not too soft	Swing through with your arm to get the furthest cones	Try to hit sideways on when possible, swing through the hit for power	High 5 the sky with the catapult serve and do not follow through	

Striking and Fielding Games DO

National Curriculum	<ul style="list-style-type: none"> Can master throwing and catching skill accurately and consistently 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding part 1- intercepting	Fielding part 2 –Returning the ball	Batting	Bowling	Match up!
Learning outcome DO	Observe current understanding and introduce a striking and fielding game	Can intercept a moving ball from the floor with 1 hand whilst they are stationary	Can perform a controlled roll from a moving position	Can strike a bouncing ball towards a target	Can under arm bowl a ball towards a target	Play a striking and fielding match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a striking and fielding game	Bend your knees to get low to the ball – react quickly	Bend your knees to ensure you are well balanced, step forward with opposite foot	Eyes on the ball, stand facing the object you are trying to hit	Hold the ball in your stronger hand spider up- fingers pointing up when the ball is in hand	Make the distance of each markers larger depending on the ability of the team
Teaching Point	Ensure you are throwing the ball to help your fellow fielder, throw to chest area for an easier catch	Point fingers down towards the floor and make sure your hands are in a cup shape to receive the ball	Arm stays straight to the side of the body, find the right release point, always on the upward motion	Hold the bat with two hands, favorite hand at the bottom of the bat handle	Look at your target	If you are struggling to hit the ball when it is throw to you, it can be drop fed from the side of the batter or hit from a tee
Teaching Point	Hit the ball into open space	Place your foot behind your hand incase it gets past.	Opposite arm is aiming and points to where you want the ball to go	Stand sideways to your partner, eyes on the ball, side on to the bowler when striking	Step forwards when bowling, spread your legs with one foot in front of the other body slightly to the side	
Teaching Point		React to where the ball is moving	Try to get the right amount of speed need for the distance	Keep your balance when hitting the ball	Swing your arm from the back of your body to the front and make sure you release the ball at the right time	

Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> perform dances using simple movement patterns access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
Learning outcome DO	Show different shapes including a straight, star, tuck, straddle and pike. Demonstrate these jumping off apparatus and landing safely	Demonstrate different methods of travelling in a sequence including start and finishing positions. Use the different methods of travel along apparatus	Demonstrate solo balances. Can demonstrate matching, mirroring and counter balances with a partner.	Demonstrate a basic log roll, tuck roll, teddy bear roll and egg roll.	Demonstrate different ways of jumping while still maintaining the correct landing position on the floor and off apparatus	Demonstrate a sequence which includes different shapes and ways of travelling while using the rhythmic equipment
Teaching Point	Straight- Body tall, legs together, arms stretched beside ears.	Make sure the children are aware of what is around them.	Squeeze body tight to hold positions when the music stops.	Tuck roll- ask the children to lie on their backs and curl up like a ball, hugging their knees, tucking in their head and shoulders off the floor. The children are then to rock back and forward like a ball, coming up to standing position.	Children should be landing with knees bent in a squat position which can be know as a chair or toilet to help the children remember.	Can they work with a partner to create animals movements?
Teaching Point	Tuck- Curl knees into chest, hold on to shins with legs together.	If the children are jumping make sure they are landing with bent knees.	Focus on something around the room to help you to balance.	Log roll- ask the children to lie stretched out tall and tight like a pencil. Practice rolling on to their tummies and then on to their back.	Straight jump they should have arms straight, legs together as they jump. Tuck jumps knees should be coming up as close to their tummies as they can keeping their legs together. Star jump arms and legs should be spread as wide as they can	Can they incorporate different ways of travelling, balancing and shapes that they have learnt in previous weeks while using the equipment?
Teaching Point	Star- Arms and Legs stretched out wide as far away from each other.	Get the children to think about how the moves could be linked together using star tuck straight shapes from week one.	Mirroring balances should be the same when they look at each other	Teddy bear roll- sit in a straddle position on the floor. Lean over on to one side rolling over on their back, keeping their legs in a straddle position while rolling.	Straddle jump with legs open up as high as they can, arms straight in front of them Pike jump with legs out straight in front and arms out straight in front of them	Straight jump they should have arms straight, legs together as they jump. Tuck jumps knees should be coming up as close to their tummies as they can keeping their legs together. Star jump arms and legs should be spread as wide as they can Straddle sat on bottom with legs open and arms open and stretched
Teaching Point	Straddle – sat on bottom with legs open and arms open and stretched.	Think about the different levels the moves are being performed on eg, slide on belly like a snake is low.	Matching balances should be identical when next to each other	Egg roll – Curl up in a tuck shape on knees, practise rolling over side, back, other side and return to knees.	Encourage children to use 2 and 1 footed take offs.	Include matching, mirroring, counter balances
Teaching Point	Pike – sat on bottom with legs straight and together, arms straight and together	Allow children to think about how that animal will move, eg kangaroo big jumps, rabbit smaller jumps.	Counter balance should be the children taking each others weight, eg: holding hands and leaning out in the same position	If any of the children are struggling to keep their legs together, get a small ball or bean bag for them to hold while they do the roll.		Include tuck roll, log roll, teddy bear, egg roll

Dance DO

Dance DO						
N.C	<ul style="list-style-type: none"> perform dances using simple movement patterns access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Timing of movements	Creating Movements	Movement Patterns	Movement Pathways	Perform
Learning outcome DO	Introduction to the ways basic movement can be created	Move in time to the music showing some expression	Perform dance movements with control	Perform dance movements showing a variety of levels	Perform dance movements showing travelling in different directions e.g.: sliding, turning, gesturing	To perform and remember simple dance steps with control and in time with the music
Teaching Point	Teacher can demonstrate to a set amount of counts to the music for each command or can adapt it to suit the needs of the children	Perform in unison which means at the same time	Can they do a contrasting move back to their partner rather than the same move?	Encourage children to think of moves on a high, medium and low level for in their routine	Think about the dynamics of the movements, should they be strong or light moves	Ask the children about the different expressions their character may be showing, should a supervillain be all happy and smiley?
Teaching Point	Ask the children to think of some different superheroes or even their own superhero and what superpowers they would have.	An 8 count is a basic count of 8 moves done in unison	Remind children to express the words they have chosen in the way they perform their actions. For example, a stomp should be a strong movement with force.	Making sure that their movements are strong and controlled to show the scene they are portraying	Moving in unison so that you are doing the same move at the same time	Explain that they are telling a story through their movements, so they need to make sure we know what superhero they are.
Teaching Point	Make sure there is a starting and ending move so that it is clear to the audience when you have finished your routine.	Think about how the supervillain may act and move. Are they a happy character or a sad character? Do they have any evil powers they may try to use against the hero?	Try to stay in unison which means stay in time with the rest of the group for each of the moves.	Low level moves might include a roll, a crawl, a balance. High level moves might include a jump, a leap. Medium level moves would include any movement on their feet	Think about timing of the move in relation to the sounds in the song	Can they perform in unison with their partner for their show time?