

(Physical Education) Scheme of Work

Year 2 – Autumn 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise.</p> <p>2. Real PE activities using online tool. <u>Personal Cog.</u></p> <p>1. Real PE Personal Coordination and footwork.</p> <p>2. Real PE Personal Coordination and footwork</p> <p>3. Real PE Personal Coordination and footwork</p> <p>4. Real PE Personal Static balance one leg</p> <p>5. Real PE Personal Static balance one leg</p> <p>6. Real PE Personal Static balance one leg</p>	<p>☑ Pupils should develop fundamental movement skills</p> <p>☑ become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>☑ Develop balance, agility and coordination</p> <p>☑ Perform cheerleading movements.</p> <p>☑ Link cheerleading movements together.</p> <p>☑ Respond to music as a stimulus.</p> <p>☑ Develop partner and group work.</p> <p>☑ Use music to remember movements and repetitive sequences.</p> <p>☑ Master and perform 11 gym shapes.</p> <p>☑ Show new and safe ways of travelling into and out of moves.</p> <p>☑ Work cooperatively with a partner in developing a floor sequence.</p> <p>☑ Use mirroring to develop partner work.</p> <p>☑ Work cooperatively in a small group, transferring a sequence to benches from floor.</p> <p>☑ Transfer the idea sequence work from floor to</p>	<p>Sequence, straight, star, tuck, pike, straddle, dish, arch, back support, front support, sequence, flow, smooth, cooperation, mirroring, pulse, joining, ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> Using fundamental skills tool to asses where each child is on the scale. Use these to develop personal challenges, ‘my personal best’. Use individual progressive challenges to target individual progress in Real PE. Take photographs of children in gym, show on IPAD so that they can improve their shape and form. Record for WW books. <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> WSWSSP SOW. Gym shape cards in hall. REAL PE ‘Jasmine’. Using computer, each Year group has a hard copy as a resource.

benches safely.

☐ Show good flow and linking during the sequence

☐ Explore levels in equipment.

☐ Demonstrate safety when working.

(Physical Education) Scheme of Work

Year 2 – Autumn 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>3. Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise.</p> <p>4. Real PE activities using online tool. <u>Social Cog</u></p> <p>1. Real PE Social Jumping and landing</p> <p>2. Real PE Social Jumping and landing</p> <p>3. Real PE Social Jumping and landing</p> <p>4. Real PE Social seated balance</p> <p>5. Real PE Social seated balance</p> <p>6. Real PE Social seated balance</p>	<p>☑ Pupils should develop fundamental movement skills</p> <p>☑ become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>☑ Master basic movements including running, jumping, throwing and catching.</p> <p>☑ Develop balance, agility and coordination</p> <p>☑ 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.</p> <p>☑ participate in team games, developing simple tactics for attacking and defending</p> <p>☑ Master and perform 11 gym shapes.</p> <p>☑ Show new and safe ways of travelling into and out of moves.</p> <p>☑ Work cooperatively with a partner in developing a floor sequence.</p> <p>☑ Use mirroring to develop partner work.</p> <p>☑ Work cooperatively in a small group, transferring a sequence to benches from</p>	<p>Sequence, straight, star, tuck, pike, straddle, dish, arch, back support, front support, sequence, flow, smooth, cooperation, mirroring, pulse, joining, ball bounce, roll, side gallop, skip, kick team, support, encourage, rules.</p> <hr/> <p align="center">Assessment Opportunities</p> <p>1. Children to set own individual challenges. 'My personal best.' Children to consider what they need to improve and how they can do that, through practising.</p> <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • WSWSSP SOW. • Gym shape cards in hall. • REAL PE 'Jasmine'. Using computer, each Year group has a hard copy as a resource. • Music CD in hall

floor.

- ☐ Transfer the idea sequence work from floor to benches safely.
- ☐ Show good flow and linking during the sequence
- ☐ Explore levels in equipment.
- ☐ Demonstrate safety when working.

(Physical Education) Scheme of Work

Year 2 – Spring 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. Real PE activities using online tool.</p> <p><u>Cognitive Cog</u></p> <ol style="list-style-type: none"> 1. Real PE cognitive dynamic balance on a line. 2. Real PE cognitive dynamic balance on a line. 3. Real PE cognitive dynamic balance on a line. 4. Real PE cognitive Static balance stance 5. Real PE cognitive Static balance stance 6. Real PE cognitive Static balance stance 	<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. ☑ Master basic movements including running, jumping, throwing and catching. ☑ Develop balance, agility and coordination ☑ 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. ☑ participate in team games, developing simple tactics for attacking and defending. <ul style="list-style-type: none"> • Learn and perform a fire dance. ☑ Play sending games with a partner and small group. ☑ Create scoring systems for games. ☑ Show different ways of using a bat and ball by yourself. ☑ Demonstrate hitting a ball to a partner. ☑ Play a striking and fielding game. 	<p>Position, partner, sequence, repeat, beat.</p> <p>When do we start? How do we make that movement? Can we be still? Will the audience know what we mean?</p> <hr/> <p align="center">Assessment Opportunities</p> <p>Work with a partner to evaluate movements performed in the fire dance. Watch on video as a class to decide how it can be improved and made better. Use positive comments to support each other.</p> <hr/> <p align="center">Resources</p> <p>Music CD in hall drawer. Use pictures, videos and own music to inspire the dance.</p>

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| | <ul style="list-style-type: none">☐ Demonstrate throwing and catching in a small group, stationary and moving.☐ Demonstrate throwing and catching a small ball over a net to a partner using bouncing .Show different ways of balancing and tapping a ball into the air by yourself.☐ Demonstrate tapping the ball over the “net” so your partner can catch it..☐ Know and play a simple cooperative bat and ball game.☐ Respond to music as a stimulus.☐ Develop partner and group work.☐ Use music to remember movements and repetitive sequences. | |
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(Physical Education) Scheme of Work

Year 2 – Spring 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise.</p> <p>Real PE activities using online tool.</p> <p>Real PE Creative Cog.</p> <ul style="list-style-type: none"> • Real PE. Creative Cog. Coordination-ball skills • Real PE Creative Cog. Coordination-ball skills • Real PE Creative Cog. Coordination-ball skills • Real PE. Counter balance with a partner • Real PE. Counter balance with a partner • Real PE. Counter balance with a partner 	<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. ☑ Master basic movements including running, jumping, throwing and catching. ☑ Develop balance, agility and coordination ☑ 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. ☑ participate in team games, developing simple tactics for attacking and defending ☑ Play sending games with a partner and small group. ☑ Create scoring systems for games. ☑ Show different ways of using a bat and ball by yourself. ☑ Demonstrate hitting a ball to a partner. ☑ Play a striking and fielding game. ☑ Demonstrate throwing and catching in a small 	<p>Partner, space, aim, points, score, record, improve, challenge, support.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Use performance of dance to assess children who need support or who are exceeding physically. <p>Use individual challenges on Real PE to support and extend individual ability.</p> <hr/> <p align="center">Resources</p> <p>Hall resources and PE shed on playground. Use whiteboards for scoring.</p>

group, stationary and moving.

- ☐ Play a throwing and catching game in a small group.
- ☐ Introduce defenders into game.
- ☐ Demonstrate dribbling a ball, by self, with partner, small group and with defender.
- ☐ Demonstrate throwing and catching a small ball over a net to a partner using bouncing .Show different ways of balancing and tapping a ball into the air by yourself.
- ☐ Demonstrate tapping the ball over the “net” so your partner can catch it.

(Physical Education) Scheme of Work

Year 2 – Summer 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. Real PE activities using online tool.</p> <p>Applying Physical Cog.</p> <ul style="list-style-type: none"> • Real PE Applying Physical Cog. Coordination sending and receiving. • Real PE Applying Physical Cog. Coordination sending and receiving. • Real PE Applying Physical Cog. Coordination sending and receiving. • Real PE Applying Physical Cog. Agility, Reaction and response. • Real PE Applying Physical Cog. Agility, Reaction and response. • Real PE Applying Physical Cog. Agility, Reaction and response. 	<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. ☑ Master basic movements including running, jumping, throwing and catching. ☑ Develop balance, agility and coordination ☑ 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. ☑ participate in team games, developing simple tactics for attacking and defending. <ul style="list-style-type: none"> • Learn tennis skills using tennis programme. ☑ Respond to music as a stimulus. ☑ Develop partner and group work. ☑ Use music to remember movements and repetitive sequences. ☑ Play sending games with a partner and small group. 	<p>Racket, volley, forehand, space, grip, ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Assess which children would benefit from going to after school tennis club. Make parents aware of this. • Use individual progressive challenges to target individual progress in Real PE. Take photographs of children in gym, show on IPAD so that they can improve their shape and form. • Record for books. <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • Rackets and tennis equipment, including DVD kept in the hall. • Music CD's kept in the hall drawer.

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| | <ul style="list-style-type: none">☐ Create scoring systems for games.☐ Show different ways of using a bat and ball by yourself.☐ Demonstrate hitting a ball to a partner.☐ Demonstrate throwing and catching a small ball over a net to a partner using bouncing .Show different ways of balancing and tapping a ball into the air by yourself.☐ Demonstrate tapping the ball over the “net” so your partner can catch it..☐ Know and play a simple cooperative bat and ball game. | |
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(Physical Education) Scheme of Work

Year 2 – Summer 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. Real PE activities using online tool. Health and Fitness Real PE.</p> <ul style="list-style-type: none"> • Health and Fitness Cog. Agility. Ball chasing. • Health and Fitness Cog. Agility. Ball chasing. • Health and Fitness Cog. Agility. Ball chasing. • Health and Fitness Cog. Static balance floor work. • Health and Fitness Cog. Static balance floor work. • Health and Fitness Cog. Static balance floor work. 	<p>☒ Pupils should develop fundamental movement skills</p> <p>☒ become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>Defend, attack, score, rules, partner, space.</p>
	<p>☒ Master basic movements including running, jumping, throwing and catching.</p>	<p align="center">Assessment Opportunities</p>
	<p>☒ Develop balance, agility and coordination</p> <p>☒ 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.</p>	<p>End of year assessment of fundamental skills. Assess children ready for next teacher.</p>
	<p>☒ participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Play tag rugby games. • Develop OAA skills by playing different mapping and tracking games. <p>☒ Play sending games with a partner and small group.</p> <p>☒ Create scoring systems for games.</p> <p>☒ Show different ways of using a bat and ball by yourself.</p>	<p align="center">Resources</p> <p>OAA games in hall cupboard. Tag rugby belts and balls in PE shed outside.</p>

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| | <ul style="list-style-type: none">☐ Demonstrate hitting a ball to a partner.☐ Play a striking and fielding game.☐ Demonstrate throwing and catching in a small group, stationary and moving.☐ Play a throwing and catching game in a small group.☐ Introduce defenders into game.☐ Demonstrate dribbling a ball, by self, with partner, small group and with defender.☐ Demonstrate throwing and catching a small ball over a net to a partner using bouncing .Show different ways of balancing and tapping a ball into the air by yourself.☐ Demonstrate tapping the ball over the “net” so your partner can catch it..☐ Know and play a simple cooperative bat and ball game. | |
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