

Fundamental Movements in Year 2 – Autumn 1

National Curriculum Objectives	Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p><u>Running</u> Demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p><u>Balance</u> Demonstrate balance when performing movements.</p> <p><u>Jumping</u> Demonstrate jumping for distance, height and in different directions.</p> <p><u>Hopping</u> Demonstrate hopping for distance, height and in different directions.</p> <p><u>Skipping</u> Explore single and double bounce when jumping in a rope.</p>
Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	
Social	Taking turns, supporting and encouraging others, respect, communication	
Emotional	Challenging myself, perseverance, honesty	
Thinking	Selecting and applying actions, identifying strengths	
<p>Vocabulary – fast, direction, hop. Land, slow, safely, dodge, speed, jog, steady, hurdle, sprint</p> <p style="color: red;">Red – Previous year’s vocabulary.</p>		



Links to the PE National Curriculum

- 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.

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping

Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths



Year 2 • Jog • Speed • Skip
• Sprint • Dodge • Hurdle

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Leap: Take off on one foot and land on the other foot.



Assessment Criteria

Year 1

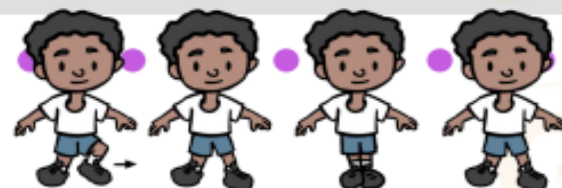
- I can change direction when moving at speed.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.
- I show balance and co-ordination when static and moving at a slow speed.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to turn and jump in an individual skipping rope.
- I can describe how my body feels during exercise.
- I can show balance when changing direction.
- I can show hopping, skipping and jumping movements with some balance and control.
- I can work co-operatively with a partner and a small group.
- I show balance and co-ordination when running at different speeds.

Year 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.



Progression of Skills Ladder

<p>Running</p> <ul style="list-style-type: none"> • Change direction quickly. • Understand and show how the body moves at different speeds. 	<p>Balance</p> <p>Demonstrate balance when performing other fundamental skills.</p>	<p>Year 3</p>	<p>Jumping and hopping</p> <p>Link jumping and hopping actions.</p>	<p>Skipping</p> <p>Jump and turn a skipping rope.</p>		
<p>Running</p> <ul style="list-style-type: none"> • Demonstrate balance when changing direction. • Clearly show different speeds when running. 	<p>Balance</p> <p>Demonstrate balance when performing movements.</p>		<p>Year 2</p>	<p>Jumping</p> <p>Demonstrate jumping for distance, height and in different directions.</p>	<p>Hopping</p> <p>Demonstrate hopping for distance, height and in different directions.</p>	<p>Skipping</p> <p>Explore single and double bounce when jumping in a rope.</p>
<p>Running</p> <ul style="list-style-type: none"> • Explore changing direction and dodging. • Discover how the body moves at different speeds. 	<p>Balance</p> <ul style="list-style-type: none"> • Move with some control and balance. • Explore stability and landing safely. 		<p>Year 1</p>	<p>Jumping</p> <p>Demonstrate control in take off and landing when jumping.</p>	<p>Hopping</p> <p>Begin to explore hopping in different directions.</p>	<p>Skipping</p> <ul style="list-style-type: none"> • Show co-ordination when turning a rope. • Use rhythm to jump continuously in a French rope.

Ball Skills in Year 2

National Curriculum Objectives	Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p><u>Sending</u> Roll, throw and kick a ball to hit a target.</p> <p><u>Catching</u> Develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p><u>Tracking</u> Consistently track and collect a ball being sent directly.</p> <p><u>Dribbling</u> Dribble a ball with hands and feet with some control.</p>
Physical	Rolling, kicking, throwing, catching, dribbling, bouncing	
Social	Co-operation, communication, leadership, supporting others	
Emotional	Honesty, perseverance, challenging myself	
Thinking	Using tactics, exploring actions	
<p>Vocabulary – far, direction, aim, balance, safely, send, overarm, underarm, collet, dribble, target, distance</p> <p>Red – Previous year’s vocabulary.</p>		

Links to the PE National Curriculum

- 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.

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling



Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions



Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 2 would use Year 1 and Year 2 vocabulary

Year 2

- Overarm
- Distance
- Dribble
- Underarm
- Collect
- Target

Teacher Glossary

Dribble: To move the ball using your feet or your hands.

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.

Send: To pass to someone with using either your feet or hands.

Receive: To collect or stop a ball that is sent to you using either your hands or feet.



Get Set 4 PE.

Where this unit sits



Assessment Criteria

Year 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can recognise changes in my body when I do exercise.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Year 3

- I can track the path of a ball that is not sent directly to me.
- I can throw with accuracy and increasing consistency to a target.
- I can show a variety of throwing techniques.
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can share ideas and work with others to create a game.
- I can persevere when learning a new skill.
- I can provide feedback using key words.

Progression of Skills Ladder

<p>Sending Send a ball with accuracy and increasing consistency to a target.</p>	<p>Catching Catch a range of objects with increasing consistency.</p>	<p>Year 3</p>	<p>Tracking Track a ball not sent directly.</p>	<p>Dribbling Dribble a ball with hands and feet with control.</p>
<p>Sending Roll, throw and kick a ball to hit a target.</p>	<ul style="list-style-type: none"> • Develop catching a range of objects with two hands. • Catch with and without a bounce. 	<p>Year 2</p>	<p>Tracking Consistently track and collect a ball being sent directly.</p>	<p>Dribbling Dribble a ball with hands and feet with some control.</p>
<p>Sending Roll and throw with some accuracy towards a target.</p>	<ul style="list-style-type: none"> • Begin to catch with two hands. • Catch after a bounce. 	<p>Year 1</p>	<p>Tracking Track a ball being sent directly.</p>	<p>Dribbling Begin to dribble with hands and feet.</p>

Sending & Receiving/Invasion Games/Attacking/Defending in Year 2 – Autumn 2/Spring 1 and Spring 2 CITC

National Curriculum Objectives		Overview of skills	Physical Skills
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		<p>Pupils continue develop their skills in dribbling, sending and receiving a ball with their hands and feet with increased control and consistency towards a desired target. When catching, pupils can track a ball coming towards them before collecting it by scooping it up or catching the ball with two hands</p> <p>Pupils understand the roles of an attacker and a defender and are able to practise basic tactics in a game. Here, they continue to apply some basic principles such as changing direction to move away from a defender or towards an attacker, as well as recognising and moving into space towards a goal. Pupils can work co-operatively with a partner and a small group during games, where they understand the rules and can keep a game going. Pupils can describe the changes in their body during exercise.</p>	<p><u>Sending & Receiving</u> Develop S&R with increased control.</p> <p><u>Dribbling</u> Explore dribbling with hands and feet with increasing control on the move.</p> <p><u>Attacking</u> Developing moving into space away from defenders.</p> <p><u>Defending</u> Explore staying close to other players to try and stop them getting the ball.</p> <p><u>Space</u> Explore moving with a ball towards goal.</p>
Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space, tracking, rolling, bouncing, dodging		
Social	Co-operation, communication, supporting and encouraging others, respect and kindness		
Emotional	Honesty, fair play, managing emotions, perseverance, challenging myself		
Thinking	Connecting information, decision making, recalling information		
<p>Vocabulary – far, aim, balance, throw, roll, catch, bounce, send, track, safely, attacker, defender, space, dribble, pass, points, score, team, possession, received, goal, teammate, dodge, chest pass, bounce pass, overarm, underarm, distance, collect, target</p>			



Links to the PE National Curriculum

- 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.
- 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.

Key Skills: Physical

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Take off and landing
- Barrel roll
- Straight roll
- Forwards roll

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Action
- Travel
- Balance
- Jump
- Direction
- Roll
- Link
- Sequence
- Straddle
- Pike
- Tuck
- Star
- Level

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Where this unit sits



Assessment Criteria

Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can describe how my body feels during exercise.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I understand the benefits of exercise.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Progression of Skills Ladder

<p>Shapes Explore matching and contrasting shapes.</p>	<p>Balances Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Year 3</p>	<p>Rolls Develop the straight, barrel, and forward roll.</p>	<p>Jumps Develop stepping into shape jumps with control.</p>
<p>Shapes Explore using shapes in different gymnastic balances.</p>	<p>Balances Remember, repeat and link combinations of gymnastic balances.</p>	<p>Year 2</p>	<p>Rolls Explore barrel, straight and forward roll and put into sequence work.</p>	<p>Jumps Explore shape jumps and take off combinations.</p>
<p>Shapes Explore basic and still shapes straight, tuck, straddle, pike.</p>	<p>Balances Perform balances making their body tense, stretched and curled.</p>	<p>Year 1</p>	<p>Rolls Explore barrel, straight and forward roll progressions.</p>	<p>Jumps Explore shape jumps including jumping off low apparatus.</p>

Links to the PE National Curriculum

- 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) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

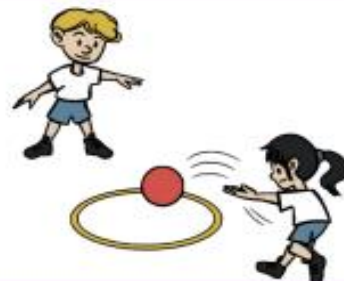
- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Safely
- Defender
- Dribbling
- Pass
- Attacker
- Space
- Points
- Score
- Team

Year 2

- Possession
- Send
- Teammate
- Chest pass
- Received
- Goal
- Dodge
- Bounce pass

Teacher Glossary

Interception: Catching a pass made by an opposing player

Possession: When a team has the ball they are in possession

Marking: When a player defends an opponent

Getting free: When an attacking player moves to lose their defender



Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I know when I am successful, I move my feet to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Year 2

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

Year 3

Assessment criteria for the Invasion Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

<p>Sending & receiving Explore S&R abiding by the rules of the game.</p>	<p>Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p>Year 3</p>	<p>Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p>Defending Track opponents to limit their scoring opportunities.</p>	<p>Space Develop moving with a ball towards goal with some control.</p>
<p>Sending & receiving Developing S&R with increased control.</p>	<p>Dribbling Explore dribbling with hands and feet with increasing control on the move.</p>	<p>Year 2</p>	<p>Attacking Developing moving into space away from defenders.</p>	<p>Defending Explore staying close to other players to try and stop them getting the ball.</p>	<p>Space Explore moving with a ball towards goal.</p>
<p>Sending & receiving Explore S&R with hands and feet to a partner.</p>	<p>Dribbling Explore dribbling with hands and feet.</p>	<p>Year 1</p>	<p>Attacking Explore changing direction to move away from a partner.</p>	<p>Defending Explore tracking and move to stay with a partner.</p>	<p>Space Recognise good space when playing games.</p>
<p>Sending & receiving Explore S&R with hands and feet using a variety of equipment.</p>	<p>Dribbling Explore dropping and catching with two hands and moving a ball with their feet.</p>	<p>EYFS</p>	<p>Attacking & defending Explore changing direction and tagging games.</p>	<p>Space Recognise their own space.</p>	



Links to the PE National Curriculum

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.

- Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

Key Skills: S.E.T

- Social: Working safely
- Social: Sharing Ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Patience
- Emotional: Understanding
- Thinking: Selecting actions
- Thinking: Creating poses
- Thinking: Focus
- Thinking: Providing feedback



Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1 • Safely • Listen • Copy • Slowly
• Space • Breath • Balance • Feel

Year 2 • Focus • Position • Create
• Pose • Flow • Choose

Teacher Glossary

Mindfulness: The process of purposely bringing one's attention to experiences occurring in the present moment.

Asana: Refers to physical poses and postures.

Pranayama: Refers to breathing techniques. Prana is our life force, our breath.

Namaste: In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.



Get Set 4 P.E.

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Progression of Skills Ladder

<p>Balance Demonstrate increased control when in poses and explore control in paired poses.</p>	<p>Flexibility Explore poses and movement in relation to their breath.</p>	Year 3	<p>Strength Explore arm balances with some control.</p>	<p>Mindfulness Develop their ability to stay still and keep their focus.</p>
<p>Balance Remember, copy, and repeat sequences of linked poses.</p>	<p>Flexibility Show increased awareness of extension in poses.</p>	Year 2	<p>Strength Demonstrate increased control in performing poses.</p>	<p>Mindfulness Explore controlling their focus and sense of calm.</p>
<p>Balance Perform balances and poses making their body tense, stretched and curled.</p>	<p>Flexibility Explore poses and movements that challenge their flexibility.</p>	Year 1	<p>Strength Explore strength whilst transitioning from one pose to another.</p>	<p>Mindfulness Recognise their own feelings in response to a task or activity.</p>
<p>Balance Explore shapes in stillness using different parts of their bodies.</p>	<p>Flexibility Explore shapes and actions to stretch their bodies.</p>	EYFS	<p>Strength Explore taking weight on different body parts.</p>	<p>Mindfulness Explore their own feelings in response to an activity or task.</p>

Other units that progress into this activity are:

**Fundamentals
Gymnastics**



Knowledge Organiser: Net and Wall Games Year 1 and Year 2

Links to the PE National Curriculum

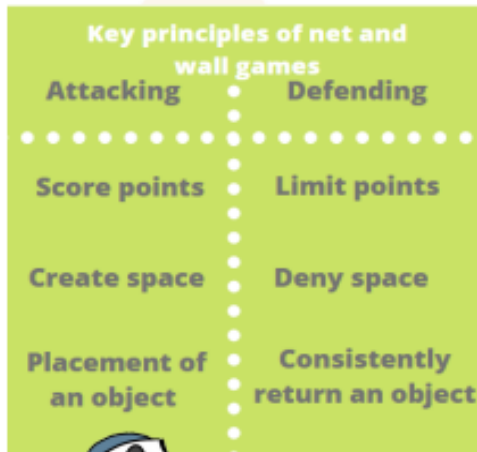
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- 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.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Tracking a ball

Key Skills: S.E.T

- Social: Respect
- Social: Communication
- Emotional: Honesty and fair play
- Emotional: Determination
- Thinking: Decision making
- Thinking: Using simple tactics
- Thinking: Recalling information
- Thinking: Comprehension



Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Safely
- Ready position
- Partner
- Score
- Racket
- Net
- Underarm
- Space
- Points

Year 2

- Receive
- Opponent
- Quickly
- Trap
- Defend
- Return
- Collect
- Against

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can hit a ball using a racket.
- I can throw a ball to land over the net and into the court area.
- I can track balls and other equipment sent to me.
- I can use a ready position to move to the ball.
- I know how to score points.
- I recognise changes in my body when I do exercise.
- I show honesty and fair play when playing against an opponent.

Year 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Year 3

Assessment criteria for the Net and Wall Games units in Year 3

Progression of Skills Ladder

Other activities that progress into this unit are:

Games
Ball Skills
Fundamentals
Sending and Receiving

<p>Shots Explore returning a ball using focus shots such as the forehand and backhand.</p>	<p>Serving Explore serving from an underarm serve.</p>	<p>Year 3</p>	<p>Rallying Explore rallying with a forehand.</p>	<p>Footwork Consistently use and return to the ready position in between shots.</p>
<p>Hitting Develop hitting a dropped ball over a net.</p>	<p>Feeding Accurately underarm throw over a net to a partner.</p>		<p>Year 2</p>	<p>Rallying Explore underarm rallying with a partner catching after one bounce.</p>
<p>Hitting Explore hitting a dropped ball with a racket.</p>	<p>Feeding Throw a ball over a net to land into the court area.</p>	<p>Year 1</p>	<p>Rallying Explore underarm rallying with a partner.</p>	<p>Footwork Use the ready position to move towards a ball.</p>
<p>Hitting Explore hitting a ball with their hands.</p>	<p>Feeding and Rallying Explore sending a ball to a partner.</p>	<p>EYFS</p>	<p>Footwork Explore changing direction, running and stopping.</p>	

Links to the PE National Curriculum

- Pupils 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 participate in team games.

Why team building?

- Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

Key Skills: Physical

- Travelling actions
- Jumping
- Balancing

Key Skills: S.E.T

- Social: Communication
- Social: Listening
- Social: Leading
- Social: Inclusion
- Emotional: Trust
- Emotional: Honesty and fair play
- Emotional: Acceptance
- Thinking: Planning
- Thinking: Decision making
- Thinking: Problem solving



Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Solve
- Support
- Map
- Direction
- Co-operate
- Successful
- Share
- Plan
- Communicate

This unit builds into:

OAA

Outdoor Adventurous Activities

Where this unit sits



Assessment Criteria

Year 1

- I can communicate simple instructions.
- I can follow a simple diagram/map.
- I can follow instructions.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

Year 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Year 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

Progression of Skills Ladder

Other units that progress into this activity are:

Games

Introduction to PE

Problem Solving

Can plan and implement strategies to solve problems.

Navigational Skills

Developing map reading skills.

Year 3

Communication

Can follow and give instructions and are accepting of other peoples' ideas.

Reflection

Can reflect on when and why they were successful at solving challenges.

Problem Solving

Begin to plan, and with some success, apply strategies to overcome a challenge.

Navigational Skills

Understand how to use, follow and create a simple diagram/map.

Year 2

Communication

Work cooperatively with a partner and a small group.

Reflection

Verbalise when they were successful and areas that they could improve.

Problem Solving

Suggest ideas in response to a task.

Navigational Skills

Follow a simple diagram/map.

Year 1

Communication

Communicate simple instructions and listen to others.

Reflection

Identify when they were successful and make basic observations about how to improve.

Links to the PE National Curriculum

- 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.
- Pupils should be taught to perform dances using simple movement patterns

Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination



Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Counts
- Action
- Travel
- Shape
- Direction
- Speed
- Level
- Space
- Balance
- Timing
- Mirror
- Pathway

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Dynamics: How an action is performed e.g. quickly, slowly, gently.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Mirroring: Reflecting the movements of another person as if they are a mirror image.

Where this unit sits



Year 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I recognise changes in my body when I do exercise.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.
- I understand the benefits of exercise.

Progression of Skills Ladder

<p>Actions Create actions in response to a stimulus individually and in groups.</p>	<p>Dynamics Use dynamics effectively to express an idea.</p>	<p>Year 3</p>	<p>Space Use directions to transition between formations.</p>	<p>Relationships Develop an understanding of formations.</p>	<p>Performance Perform short, self-choreographed phrases showing and awareness of timing.</p>
<p>Actions Accurately remember, repeat and link actions to express an idea.</p>	<p>Dynamics Develop an understanding of dynamics.</p>	<p>Year 2</p>	<p>Space Develop the use of pathways and travelling actions to include levels.</p>	<p>Relationships Explore working with a partner using unison, matching and mirroring.</p>	<p>Performance Develop the use of facial expressions in their performance.</p>
<p>Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</p>	<p>Dynamics Explore varying speeds to represent an idea.</p>	<p>Year 1</p>	<p>Space Explore pathways within their performances.</p>	<p>Relationships Begin to explore actions and pathways with a partner.</p>	<p>Performance Begin to use counts within their performance.</p>



Links to the PE National Curriculum

- 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) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

Official Athletic Events

Running
Sprinting
 100m, 200m, 400m
Hurdles
Relay
Middle distance
 800m, 1500m
Long distance
 5,000, 10,000
Steeplechase

Jumping
Long jump
 Jump for distance
Triple jump
 Jump for distance
High jump
 Jump for height
Pole vault
 Jump for height

Throwing
Discus
 Fling throw
Shot
 Push throw
Hammer
 Fling throw
Javelin
 Pull throw

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Speed • **Jog** • **Sprint** • **Pace** • **Balance**
Direction • **Take off** • **Landing** • **Swing**
Height • **Distance** • **Overarm** • **Underarm**

Key Skills: Physical

- Running at different speeds
- Combining running and jumping
- Agility and coordination
- Jumping for distance
- Jumping for height
- Throwing for distance

Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



Teacher Glossary

Pace: the speed at which a performer runs

Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Co-ordination: to move different body parts at the same time

Where this unit sits



Assessment Criteria

Year 1

- I am able to throw towards a target.
- I am beginning to link running and jumping movements.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing over arm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can link running and jumping movements with some control and balance.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds and in different directions.
- I try my best.

Year 3

- I am developing jumping for distance and height.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.
- I understand the benefits of exercise.
- I understand why it is important to warm up.

Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills

Fundamentals

Games

<p>Running Develop the sprinting technique and apply it to relay events.</p>	<p>Running Develop fluency and rhythm when running over obstacles.</p>	<p>Year 3</p>	<p>Jumping Develop technique in a range of approaches and take off positions.</p>	<p>Jumping Develop jumping for height and safety on landing.</p>	<p>Throwing Explore the technique for a pull throw.</p>
<p>Running Develop the sprinting action and explore rhythm when running over obstacles.</p>	<p>Jumping Develop jumping, hopping and skipping actions.</p>	<p>Year 2</p>	<p>Jumping Explore safely jumping for distance and height.</p>	<p>Throwing Develop overarm throwing for distance.</p>	
<p>Running Explore running at different speeds and explore running over obstacles.</p>	<p>Jumping Develop balance whilst jumping and landing.</p>	<p>Year 1</p>	<p>Jumping Explore hopping, jumping and leaping for distance.</p>	<p>Throwing Explore throwing for distance and accuracy.</p>	



Knowledge Organiser: Striking and Fielding Games Year 1 and Year 2

Links to the PE National Curriculum

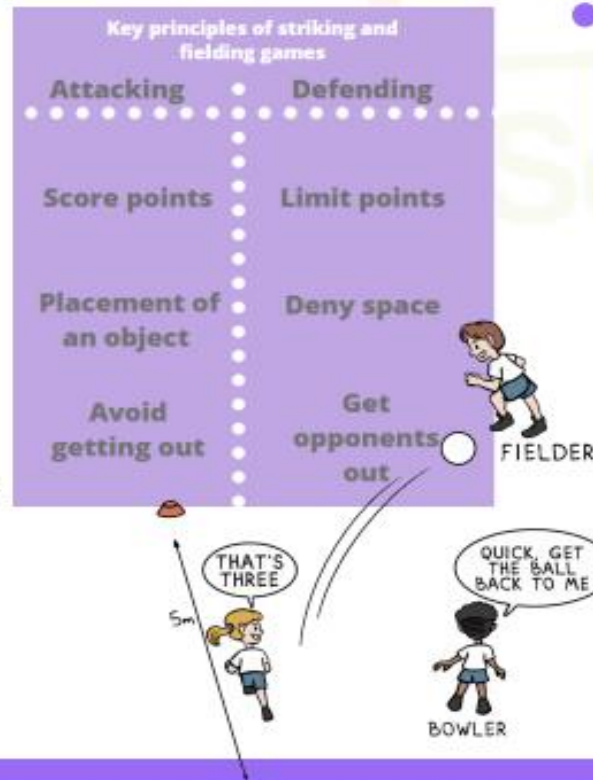
- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Retrieving a ball
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Consideration of others
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making



Examples of Striking and Fielding Games

Cricket

Rounders
Softball

Baseball

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 2 would use Year 1 and Year 2 vocabulary

Year 1

- Throw
- Points
- Target
- Pass
- Space
- Score
- Team
- Hit
- Catch

Year 2

- Send
- Runs
- Teammate
- Received
- Batter
- Bowler
- Fielder

Teacher Glossary

Fielder: A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

Batter: A player on the batting team.

Runs: The unit of scoring.

Bowler: The player who starts the game by bowling to the batter.

Track: When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.

Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I can catch a beanbag and a medium-sized ball.
- I can recognise changes in my body when I do exercise.
- I can roll a ball towards a target.
- I can strike a ball using my hand.
- I can track a ball that is coming towards me.
- I know how to score points.
- I play fairly against an opponent.
- I understand the rules and I am beginning to use these to play fairly.
- I understand when I am successful.

Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

Year 3

Assessment criteria for the Striking and Fielding Games units in Year 3

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Ball Skills
Fundamentals
Sending and Receiving

<p>Striking Begin to strike a bowled ball using different equipment.</p>	<p>Fielding Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>	<p>Year 3</p>	<p>Throwing Use overarm and underarm throwing in game situations.</p>	<p>Catching Catch with some consistency in game situations.</p>
<p>Striking Develop striking a ball with their hand and equipment with some consistency.</p>	<p>Fielding Understand that there are different roles within a fielding team.</p>	<p>Year 2</p>	<p>Throwing Develop coordination and technique when throwing over and underarm.</p>	<p>Catching Catch with two hands with some coordination and technique.</p>
<p>Striking Explore striking a ball with their hand and equipment.</p>	<p>Fielding Develop tracking and retrieving a ball for their team.</p>	<p>Year 1</p>	<p>Throwing Explore technique when throwing over and underarm.</p>	<p>Catching Develop coordination and technique when catching.</p>
<p>Striking Explore sending a ball to a partner.</p>	<p>Fielding Explore tracking and stopping a rolling ball.</p>	<p>EYFS</p>	<p>Throwing and Catching Explore rolling, throwing and catching using a variety of equipment.</p>	