

Year 2 P.E.  
Knowledge  
Organisers.

Year 2 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Send and Return Unit 1	Send and Return Unit 2
Outdoor	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2	Run, Jump, Throw Unit 1	Run, Jump, Throw Unit 2

## How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to share what they remember from previous units in Year 1 to progressively build on their knowledge and understanding
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

# Autumn Term 1 – Gymnastics (Unit 1: Indoor)

## Knowledge Organiser: Year 2 Gymnastics Unit 1



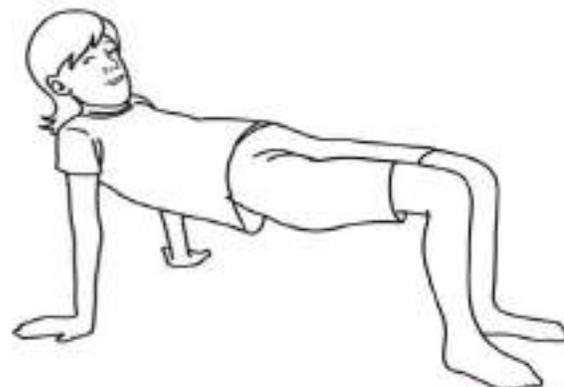
### Prior Learning:

Performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these. Perform longer movement phrases.

### Unit Focus:

Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, and action cards.



### Key Vocabulary/Skills

Start and finish shapes.	Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging.
Power in jumping.	
Linking movements.	
Levels.	
Speed.	

### Key Questions:

1. Can you name 3 elements of a sequence that can be judged?
2. Describe what you liked about a sequence.
3. How could you show different levels in a sequence?

### Concepts:

Professional judging - Individually, gymnast starts from a 10.0. Throughout the routine, the judges deduct points, tenths, and even hundredths for mistakes in execution. Once the routine is over, the final score is tallied.

**Head:** Comment on aspects of own performances.

**Hand:** Create and perform a simple sequence.

**Heart:** Reflect on own performance and use scoring system to judge performance.



# Autumn Term 1 – Attack, Defend, Shoot (Unit 1: Outdoor)

## Knowledge Organiser: Year 2 Attack Defend Shoot Unit 1



### Prior Learning:

Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it.

### Unit Focus:

Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.

**Equipment needed:** Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, goals.

### Key Questions:

1. How did you work well as a team?
2. How did you progress forwards up the pitch?
3. How did you attack and how did you defend?

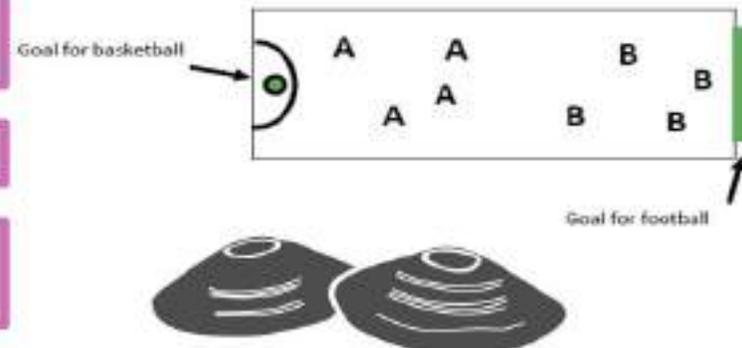
### Key Vocabulary/Skills

Inside of foot kicking.	Aim, attack, compete, controlling, cooperate, receive, control.
Stopping the ball with the foot.	
Controlling the ball.	
Bouncing the ball to send.	
Bouncing the ball to dribble.	

**Head:** Select the more appropriate skill to move forwards to shoot.

**Hand:** Can send a ball using feet.

**Heart:** Work with a partner and in small groups to develop skills.



### Rules:

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

# Autumn Term 2 – Dance (Unit 1 : Indoor)

## Knowledge Organiser: Year 2 Dance Unit 1



### Prior Learning:

Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.

**Equipment needed:** Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.

### Unit Focus:

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.



### Key Vocabulary/Skills

Dance a solo.	Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying.
Dance a duet.	
Explore creative footwork.	
Discuss how performance can develop.	
Respond to visual stimulus.	

**Head:** Show confidence to perform in front of others.

**Hand:** Show dynamic, expressive and rhythmic qualities.

**Heart:** Comment on ideas and emotions and how they can be portrayed through dance.

### Key Questions:

1. What is the main mood/feeling you get from this dance?
2. What does it mean to perform as a soloist?
3. Explain what actions show the story.

### Concepts:

- Solo is an individual dancing alone apart from others with independent movements.
- A duet is two people dancing together with compulsory and contrasting actions.



# Autumn Term 2 - Attack, Defend, Shoot (Unit 2: Outdoor)



## Knowledge Organiser: Year 2 Attack Defend Shoot Unit 2

### Prior Learning:

Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.

### Unit Focus:

Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play.

**Equipment needed:** Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, goals.

### Key Questions:

1. Which skills did you use in the game?
2. What is intercepting?
3. Why do we make our bodies big when being a goalkeeper?

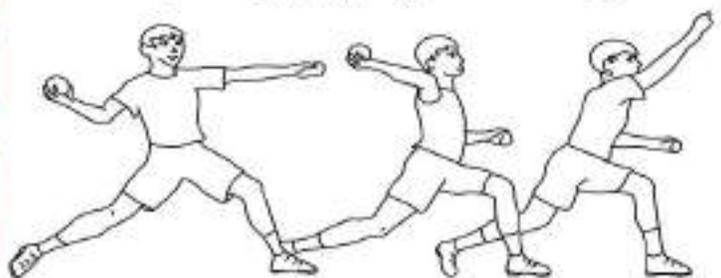
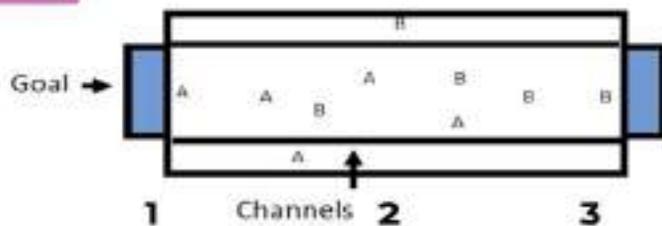
### Key Vocabulary/Skills

Throwing with a variety of equipment.	Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.
Moving after passing.	
Pass and move forwards.	
Goalkeeping positioning.	
Intercepting in a game situation.	

**Head:** Select and apply a small range of simple tactics.

**Hand:** Can send a ball using hands.

**Heart:** Show awareness of teammates and opponents in games.



### Rules:

- Goalkeepers can save the ball using hands, legs or feet.
- Other players can only use their hands.



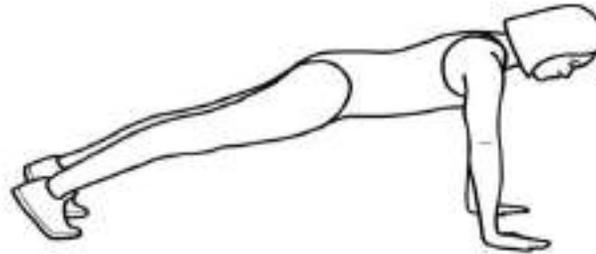
# Spring Term 1 – Gymnastics (Unit 2: Indoor)

## Knowledge Organiser: Year 2 Gymnastics Unit 2

**Prior Learning:** Can describe and explain how performers can transition and link elements. Performed with control and consistency basic actions. Created and performed a simple sequence.

**Unit Focus:** Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, and action cards.



### Key Vocabulary/Skills

Releve and front support.

Body Control.

Back Support.

Frog Jump.

Rhythm in sequences.

Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth.



**Head:** Comment on aspects of others' performances.

**Hand:** Remember and repeat sequences.

**Heart:** Develop character and maturity to work in close proximity to others.

### Key Questions:

1. How would rhythm be shown in a sequence?
2. Are the transition smooth and continuous?
3. Say something you liked about someone else's performance.

### Concepts:

One of the most important elements in gymnastics is body tension or control. Gymnasts can control the action of their body more easily (in static strength positions as well as in movement) when their body is held more tightly rather than when limbs and the core are relaxed or floppy.



# Spring Term 1 – Hit, Catch, Run (Unit 1: Outdoor)

## Knowledge Organiser: Year 2 Hit Catch Run Unit 1



**Prior Learning:** Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.

**Unit Focus:** To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

**Equipment needed:** Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

### Key Questions:

1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim to the middle of a person in underarm bowling?

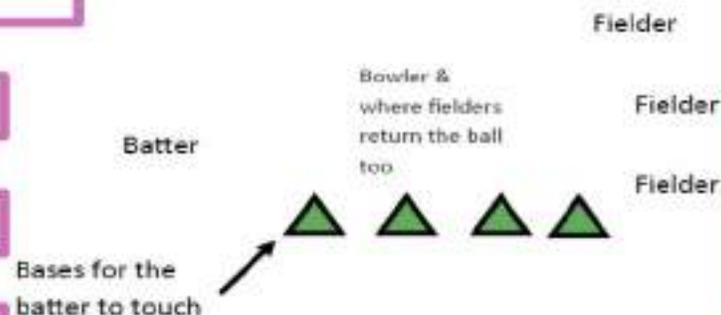
### Key Vocabulary/Skills

Hitting with bats (some may still hit with hands).	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.
Use kicking to send a ball to score points.	
Use underarm bowling.	
Field to catch and throw to teammates.	
Play as part of a team to field and hit to score.	

**Head:** Make choices about where to hit the ball.

**Hand:** Has developed hitting skills with a variety of bats.

**Heart:** Can work in small groups to field and bat.



### Rules:

- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.



# Spring Term 2 – Dance (Unit 2: Indoor)

## Knowledge Organiser: Year 2 Dance Unit 2

### Prior Learning:

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

### Unit Focus:

Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

**Equipment needed:** Music player, music, cones, hoops, throw down spots, laptop with internet access, resource cards.

Formation 1—Dice Face



Formation 2—Triangle



Formation 3—Rows



### Key Vocabulary/Skills

Comment on contrasting actions.

Use a clock face to develop a dance.

Perform 'freestyle' movements.

Perform a motif to music.

Explore movement pathways.

Dynamic,  
independent,  
pair, clock face,  
time, motif,  
freestyle,  
formation, on  
stage, off stage.

**Head:** Select movements that show understanding of theme or story.

**Hand:** Use basic choreography including speed changes.

**Heart:** Work as part of a group to perform a dance.

### Key Questions:

1. What does entering stage mean?
2. What does 'freestyle' mean in dance?
3. Can you suggest a way to improve your dance? E.g. variety of movements, improving timing and rhythm etc.

### Concepts:

- On and off stage, how to move into and out of performance space.
- Freestyle dance is the when you spontaneously make movement with your body. This means you're not following choreography



# Spring Term 2 – Hit, Catch, Run (Unit 2: Outdoor)

## Knowledge Organiser: Year 2 Hit Catch Run Unit 2



**Prior Learning:** Have developed hitting skills with a variety of bats. Practiced feeding/bowling skills. Hit and run to score points in games.

**Equipment needed:** Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

### Key Questions:

1. Can you name some striking and fielding games?
2. Why is it important to get behind the ball with two hands rather than reaching with one hand?
3. How do rounders and cricket differ?

### Key Vocabulary/Skills

Increase running pace to score runs and stay 'safe'	Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.
Experience the role of the backstop.	
Outwit bowler to kick in different directions.	
Practise the role of wicketkeeper.	
Moving in line to stop the ball.	

**Unit Focus:** Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.

**Head:** Make tactical decisions about where to position themselves in the field.

**Hand:** Attempted to play the role of wicket keeper or backstop.

**Heart:** Display sportsmanship when competing against others.

B  
B  
B  
B

Scattered Cones

B



Scoring Zone



F  
F  
F  
F

### Rules:

- The batter must stop running when the fielding team returns the ball to a base.
- The batter can also be caught out if the fielding team catches the ball before it bounces or if the bowler bowls and hits the stumps.



# Summer Term 1 – Send and Return (Unit 1: Indoor)

## Knowledge Organiser: Year 2 Send and Return Unit 1

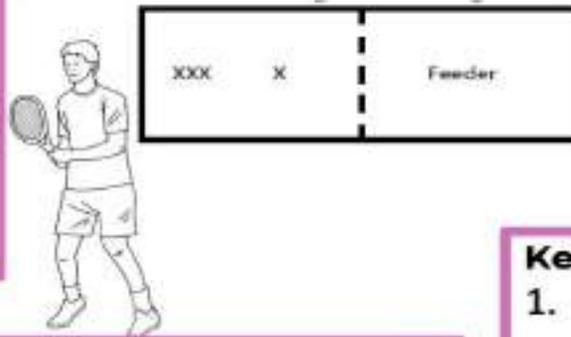
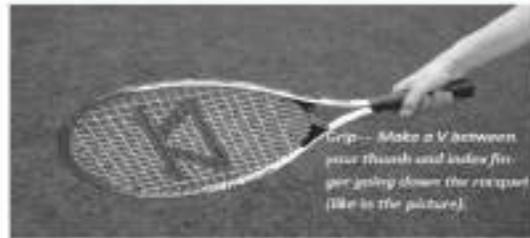


### Prior Learning:

Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition.

**Unit Focus:** Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

**Equipment needed:** A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.



### Key Vocabulary/Skills

On toes to move towards the path of the ball.	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.
Identifying dominant and non-dominant side.	
Basic service rules.	
Perform with increased agility in a conditioned game.	
Able to self-feed to send a ball to a partner using a racquet.	

**Head:** Decide on and play with dominant hand.

**Hand:** Start a game using basic serving skills.

**Heart:** Cooperate to keep a rally going with partner.

### Key Questions:

1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

### Rules:

- Children can either hit with a racquet or their hand.
- Children must not run onto others courts to collect balls while they are in the middle of a point.



# Summer Term 1 – Run, Jump and Throw (Unit 1:Outdoor)

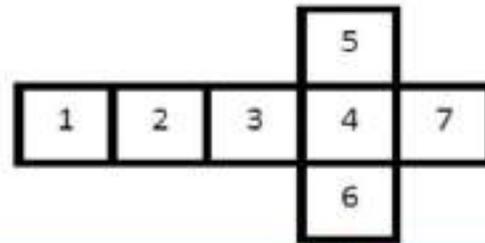
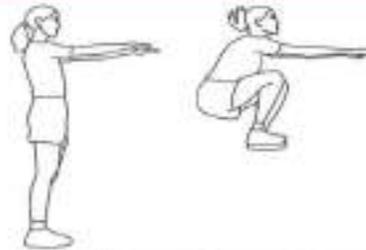
## Knowledge Organiser: Year 2 Run Jump Throw Unit 1



**Prior Learning:** Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

**Unit Focus:** Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

**Equipment needed:** A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, low hurdles.



### Key Vocabulary/Skills

Awareness of others.	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.
Creating power.	
Quick feet.	
Choose appropriate throw.	
Static and dynamic balances.	

**Head:** Make choices about appropriate throws for different activities.

**Hand:** Show increased control of body and limbs.

**Heart:** Work cooperatively to complete running, jumping and throwing tasks.

### Key Questions:

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

### Rules:

- Wait for command before you start.
- Being aware of others around you.



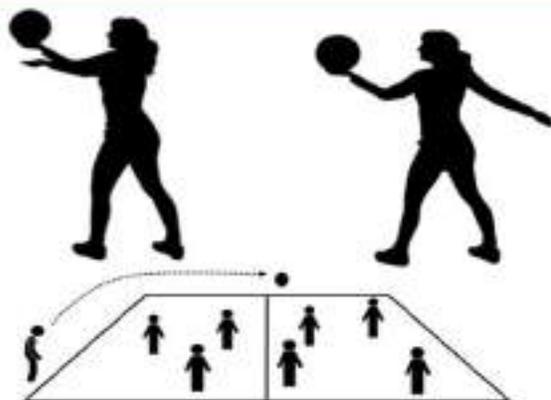
# Summer Term 2 – Send and Return (Unit 2: Indoor)

## Knowledge Organiser: Year 2 Send & Return Unit 2



**Prior Learning:** Tracked the path of a ball over a net and move towards it. Begun to hit and return a ball with some consistency. Played modified net/wall games throwing, catching and sending over a net.

**Equipment needed:** Large soft balls, foam tennis balls, low bounce tennis balls, low nets or benches, cones, bibs, hoops, short-handled racquets, dry wipe boards and pens.



**Unit Focus:** Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.

### Key Vocabulary/Skills

Play a variety of roles in games.	Front, back, tactics, compete, score, wide, deep, rotate, point.
Moving the ball around the court.	
Throw into space to make it difficult for your opponent.	
Play out point from serve.	
Play using attacking shots.	

**Head:** Develop tactics to outwit your opponent so they cannot return the ball.

**Hand:** Show agility to track the path of ball over a line/net and move towards it.

**Heart:** Has developed hitting skills with a variety of equipment.

### Key Questions:

1. How did you try to beat your opponent? What skills did you use?
2. Could you choose where you placed the ball?
3. When the ball went where you wanted, do you know what you did correctly?

### Rules:

- Can be played in a standing or seated format.
- Play first to 3 or 5 points.
- Can serve by throwing or striking. Can play by scoring with the ball bouncing twice.



# Summer Term 2 – Run, Jump, Throw (Unit 2: Outdoor)

## Knowledge Organiser: Year 2 Run Jump Throw Unit 2



**Prior Learning:** Thrown and handled a variety of objects. Developed power, agility, coordination and balance. Negotiated obstacles showing increased control.

**Equipment needed:** Skipping ropes, benches, hoops, small, soft balls, shuttlecocks, chairs, benches, low hurdles, bucket.



**Unit Focus:** Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy active lifestyles. Jump for distance and height.

### Key Vocabulary/Skills

Breathing technique.	Lunges, strength, power, repetition, power, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.
Develop strength.	
Create power.	
Working as part of a team.	
Discuss thoughts and feelings about activities.	

**Head:** Can identify areas of activities that need improvement.

**Hand:** Apply skills to a variety of activities.

**Heart:** Consider others when playing games.

### Key Questions:

1. What does it mean to be part of a team?
2. How does it feel playing under pressure?
3. Why is it important to practice when we learn something new?

### Rules:

- Ensure correct technique is being used for activities.
- Count and recall correct repetitions of each activity during stations.

