Year 2 P.E. Knowledge Organisers.



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)





Year 2 - Gymnastics Unit 1

Knowledge Organiser

Prior Learning

Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Can perform unison, simple canon and unison techniques.

We are learning...

- 1. to combine 4 elements into a floor sequence.
- 2. to create power in a variety of different jumps.
- 3. to take weight on our hands and move in different ways.
- 4. to use our flexibility in a bridge and japana gymnastic shape.
- 5. to perform the point balance arabesque.
- 6. to perform a teddy roll.

Vocabulary

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Equipment

Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.

Bunny Hop

Skill

- Feet and legs should be together, bent at the knee.
- Push up and away with your feet off your toes to transfer all body weight to your
- Practice in place first, kicking up and returning feet to the same position.
- See if you can hold your weight on your hands for longer periods.
- Once confident, begin to travel forward, transferring weight from feet to hands.

Assessment Overview

Head - Explain the differences between types of balances, such as point and patch. Hand - Demonstrate flexibility in movements.

Heart - Reflect on their own performances and identify their strongest skill/action.





Unit Focus

Key Questions

Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.

1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of

2. Why do you think taking weight on your hands rather than your feet is harder?

3. Why did we practice on the wall before attempting a bridge on the floor?

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





Year 2 - Attack Defend Shoot Unit 1

Knowledge Organiser

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.

We are learning...

- 1. to kick the ball over long and short
- 2. to stop a ball with control using the foot.
- 3. to work as a team to keep the ball.
- 4. to bounce a ball with my partner.
- 5. to bounce the ball while we are moving (dribbling).
- 6. to pass the ball forward in a game.

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.

Key Questions

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

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.

Vocabulary

Aim, attack, compete, control, cooperate, receive, restart, sideline.

Rules

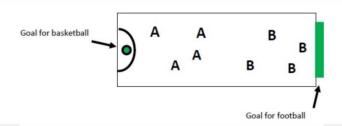
- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

Assessment Overview

Head - Recognise you sometimes need to stay in defined areas.

Hand - Can send a ball using feet.

Heart - Show awareness of teammates and opponents in games.



Autumn Term 2 – Dance (Unit 1 : Indoor)





Year 2 - Dance Unit 1

Knowledge Organiser

Prior Learning

Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.

We are learning...

- 1. to use penguin images to inspire our 4. to create a solo dance with changes of
- 2. to show feelings of abandonment through dance.
- 3. to create movements that show friendship between two characters.
- direction and speed.
- 5. to match our movements to music.
- 6. to choose a formation for our dance and explain our choice.

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 Questions

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

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.

Vocabulary

Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.

Concepts

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

Assessment Overview

Head - Show confidence to perform in front of others.

Hand - Show good timing with the music.

Heart - Attempt to work as part of a group to perform a dance.



<u>Autumn Term 2</u> - Attack, Defend, Shoot (Unit 2: Outdoor)





Year 2 - Attack Defend Shoot Unit 2

Knowledge Organiser

Prior Learning

Can send a ball using feet and can receive a ball using feet. Refined ways to control bodies and used a range of equipment. Recalled and linked combinations of skills, e.g., dribbling and passing.

We are learning...

- 1. to throw different types of equipment.
- 2. to move to space after passing the
- 3. to pass and move forward to a target with a partner.

4. to position ourselves as a goalkeeper.

- 5. to intercept a ball from a person on the
- 6. to use the skills we have developed in a competition.

Unit Focus

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

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?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, and goals.

Vocabulary

Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.

Rules

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

Assessment Overview

Head - Select the most appropriate skill to move forward.

Hand - Can send a variety of different sizes and shaped balls.

Heart - Work with a partner and in small groups to develop specific skills.



Spring Term 1 – Gymnastics (Unit 2: Indoor)





Year 2 – Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Can describe and explain how performers can transition and link elements. Performed basic actions with control at different speeds and levels. Developed flexibility in a range of shapes and balances.

We are learning...

- to use a relevé walk in a sequence.
- 2. to perform a dish and arch shape moving smoothly from one to the
- 3. to develop our strength in back support and crab.

Mats, hoops, cones, bean bags, low

apparatus, music player and music.

Equipment

- 4. to frog jump and leap frog.
- 5. to hold an L-sit with a straight back.
- 6. to bring rhythm and flow to our sequence.

Vocabulary

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

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.

Key Questions

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

Skill

Core muscles are like the superheroes of our body! They are a group of strong and important muscles that live in the middle part of our body. Imagine your core as a powerful team that works together to keep you stable, balanced, and able to do lots of fun activities!

Assessment Overview

Head - Work safely on own and with others in body management sequences.

Hand - Use core strength to link gymnastic elements, e.g., back support and L-sit.

Heart - Work with a partner to copy, create and join sequences.





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



Year 2 - Hit Catch Run Unit 1

Knowledge Organiser

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

Unit Focus

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

We are learning...

- 1. to hit a ball and score points running 4. to cones.
- 2. to defend a target by kicking.
- 3. to bowl underarm with control.
- to hit a ball using different bats and techniques.
- 5. to throw accurately to a base.
- 6. to hit a ball into space, away from fielders.

Key Questions

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

Equipment

Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary

Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.

Rules

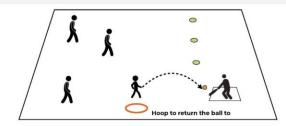
- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.

Assessment Overview

Head - Make choices about where to hit the ball.

Hand - Has developed hitting skills with a variety of bats.

Heart - Display sportsmanship when competing against others.



Spring Term 2 – Dance (Unit 2: Indoor)





Year 2 - Dance Unit 2

Knowledge Organiser

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.

We are learning...

- 1. To develop a dance that shows different emotions.
- 2. To dance with rhythm following a clockwork pattern.
- 3. To work on our own to create a short 6. To use different movement pathways in movement phrase.
- 4. To watch, copy and repeat actions to create a 'motif'.
- 5. To perform our motif in different formations.
 - our dance.

Key Questions

Unit Focus

- 1. What does entering stage mean?
- 2. What does 'freestyle' mean in dance?

copy, repeat and create dance actions and motifs.

3. What is a way to improve your dance? E.g., variety of movements, improving timing and rhythm etc.

Perform using more sophisticated formations as well as an individual. Use the stimuli to

Equipment

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

Vocabulary

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

Concepts

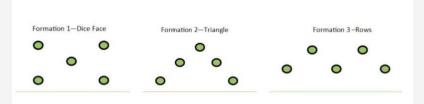
- On and off stage, how to move into and out of performance space.
- Freestyle dance is the when you spontaneously make movement with your body. This means you're not following choreography.

Assessment Overview

Head - Volunteer ideas as part of a group.

Hand - Perform with some expression.

Heart - Show engagement in tasks and perform with freedom.



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





Year 2 - Hit Catch Run Unit 2

Knowledge Organiser

Prior Learning

Have developed hitting skills with a variety of bats. Practised feeding/bowling skills. Hit and run to score points in games.

We are learning...

- 1. to time our run around the bases to stay safe.
- 2. to kick a ball into space using different parts of the foot.
- 3. to respond to how a ball is being bowled when hitting.
- about the role of the wicketkeeper.
- 5. about the role of the backstop and its likeness to the wicketkeeper.
- 6. to bowl underarm in a game with accuracy.

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.

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?

Equipment

Small balls, large balls, balloons, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary

Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.

Rules

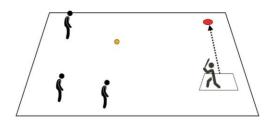
- The batter must stop running when the fielding team returns the ball to a base.
- The batter can also be caught out if the fielding team catches the ball before it bounces or if the bowler bowls and hits the stumps.

Assessment Overview

Head - Make choices about where to hit the ball.

Hand - Attempted to play the role of wicketkeeper or backstop.

Heart - Can work in small groups to field and bat.



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





Year 2 - Send and Return Unit 1

Knowledge Organiser

Prior Learning

Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition.

We are learning...

- 1. to stay on our toes to move quickly to the ball.
- 2. to identify which hand is dominant in
- 3. the basic rules of serving to our partner.
- 4. to develop agility and use it in a game.
- 5. to use the correct grip to hit a self-fed
- 6. to use the ready position in a rally.

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.

Key Questions

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

Equipment

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

Vocabulary

Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

Concept

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

Assessment Overview

Head - Decide on and play with their dominant hand.

Hand - Take part in a rally.

Heart - Play in modified games with others to send and return a ball over a net/line.



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





Year 2 - Run Jump Throw Unit 1

Knowledge Organiser

Prior Learning

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

We are learning...

- 1. to move quickly whilst being aware of 4. to choose the best throw for different others around.
- 2. to create power with our legs to turn 5. to use quick feet whilst sprinting.
- 3. to move through an obstacle course with speed and control.

- 6. to perform static and dynamic balances.

Unit Focus

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

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?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

Rules

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

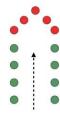
Assessment Overview

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.





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



Year 2 - Send and Return Unit 2

Knowledge Organiser

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.

We are learning...

- 1. to feed a ball to our partner with consistency.
- 2. to send the ball to different parts of 5. the court.
- 3. to throw and catch in a seated position.
- 4. to accurately serve the ball to different parts of the court.
- to use overarm attacking shots in a
- 6. to manage what we should be doing within the competition.

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

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?

Equipment

Large soft balls, foam tennis balls, low bounce tennis balls, low nets or benches, cones, bibs, hoops, shorthandled racquets, dry wipe boards and pens.

Vocabulary

Front, back, tactics, compete, score, wide, deep, rotate, point.

Concept

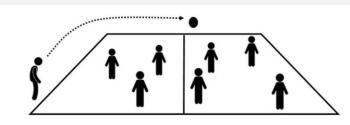
- The ball can be played in a standing or seated format.
- Play first to 3 or 5 points.
- You can serve by throwing or striking. You can play by scoring with the ball bouncing twice.

Assessment Overview

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

Hand - Start games using basic serving skills.

Heart - Work as a team to get the ball over the net.



<u>Summer Term 2</u> – Run, Jump, Throw (Unit 2: Outdoor)





Year 2 - Run Jump Throw Unit 2

Knowledge Organiser

Prior Learning

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

We are learning...

- 1. To work individually to run over a longer distance.
- 2. To improve strength to increase our jumping distance.
- 3. To create power when throwing for distance.
- 4. To use breathing techniques to be able to
- 5. To cooperate with our partners to complete a task well.
- 6. To listen to others and work as a team to achieve the highest score possible.

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 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?

Equipment

Skipping ropes, benches, hoops, small, soft balls, shuttlecocks, chairs, benches, low hurdles, buckets.

Vocabulary

Lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.

Rules

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

Assessment Overview

Head - Begin to make links between components of fitness.

Hand - Use agility in running games.

Heart - Consider others when playing games.

