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

- **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.



<u>Autumn Term 1</u> – Gymnastics (Unit 1: Indoor)



Year 2 – Gymnastics Unit 1 **Knowledge Organiser Prior Learning Unit Focus** Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Describe and explain how performers can transition and link elements. Perform basic Can perform unison, simple canon and unison techniques. actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances. **Key Questions** We are learning... 4. to use our flexibility in a bridge and 1. to combine 4 elements into a floor 1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of japana gymnastic shape. sequence. elements? 2. to create power in a variety of 5. to perform the point balance 2. Why do you think taking weight on your hands rather than your feet is harder? different jumps. arabesque. 3. Why did we practice on the wall before attempting a bridge on the floor? 3. to take weight on our hands and 6. to perform a teddy roll. move in different ways. Equipment Vocabulary Skill Bunny Hop Mats, hoops, cones, wall bars, bean Feet and legs should be together, bent at the knee. Balance, shape, bridge, jump power, bags, low apparatus, ropes. weight-on, point, patch, teddy, dolly, Push up and away with your feet off your toes to transfer all body weight to your . hands front-straddle, cup, puck, v-sit, japana, • Practice in place first, kicking up and returning feet to the same position. arabesque. • 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**

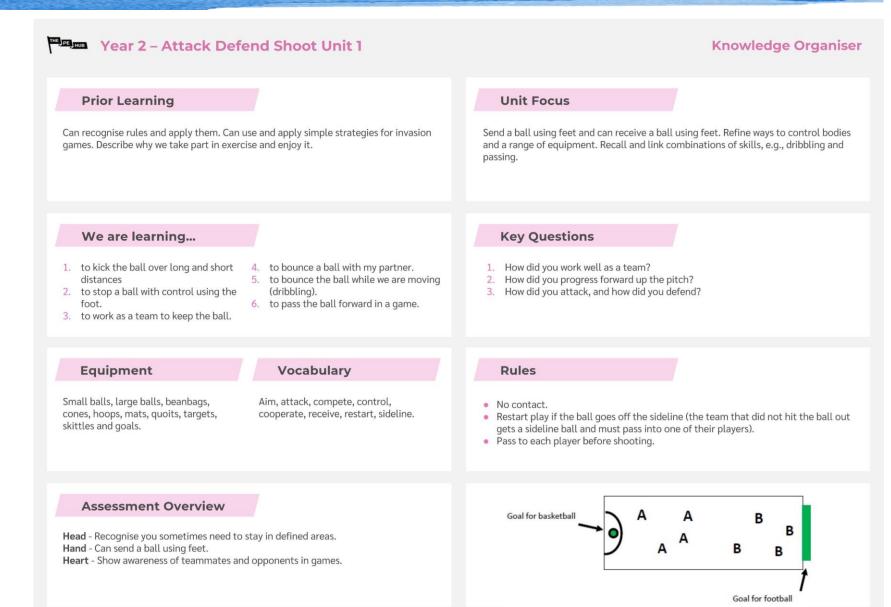
Head - Explain the differences between types of balances, such as point and patch. Hand - Demonstrate flexibility in movements.

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



<u>Autumn Term 1</u> – Attack, Defend, Shoot (Unit 1: Outdoor)





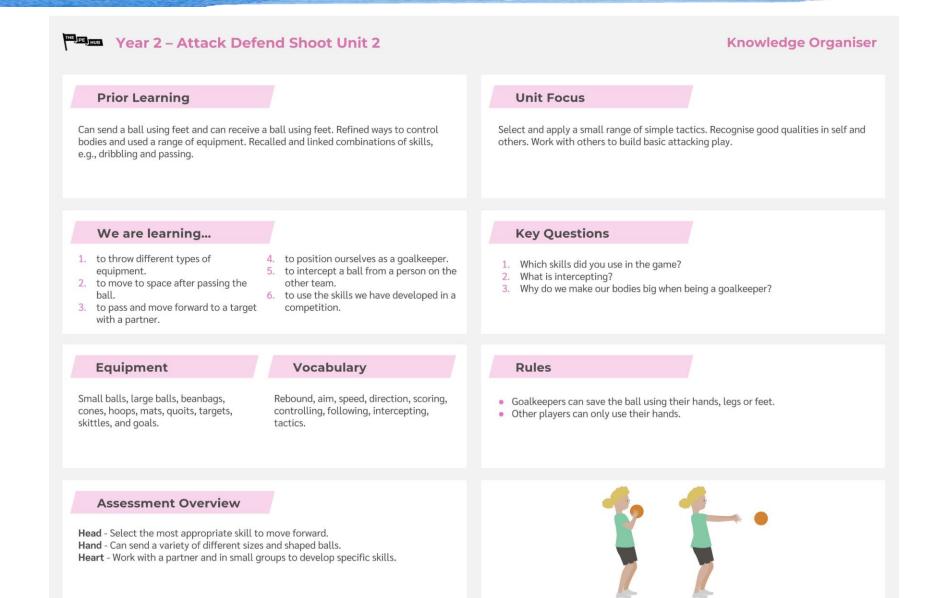
Autumn Term 2 – Dance (Unit 1 : Indoor)



Year 2 - Dance Unit 1 **Knowledge Organiser Prior Learning Unit Focus** Describe and explain how performers can transition from shapes and balances. Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. We are learning... **Key Questions** 1. to use penguin images to inspire our 4. to create a solo dance with changes of What is the main mood/feeling you get from this dance? 1. dance. direction and speed. 2. What does it mean to perform as a soloist? 2. to show feelings of abandonment 5. to match our movements to music. 3. Explain what actions show the story. 6. to choose a formation for our dance through dance. 3. to create movements that show and explain our choice. friendship between two characters. Equipment Vocabulary Concepts Direction, huddle, group, mood, feeling, Music player, music, cones, hoops, • Solo is an individual dancing alone, apart from others, with independent throw down spots, balloons, laptop with penguin, musicality, respond, galloping, movements. flying, friendship, abandonment. internet access. • A duet is two people dancing together with compilatory and contrasting actions. Turning Walking **Assessment Overview** Jumping 5 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.

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





Spring Term 1 – Gymnastics (Unit 2: Indoor)

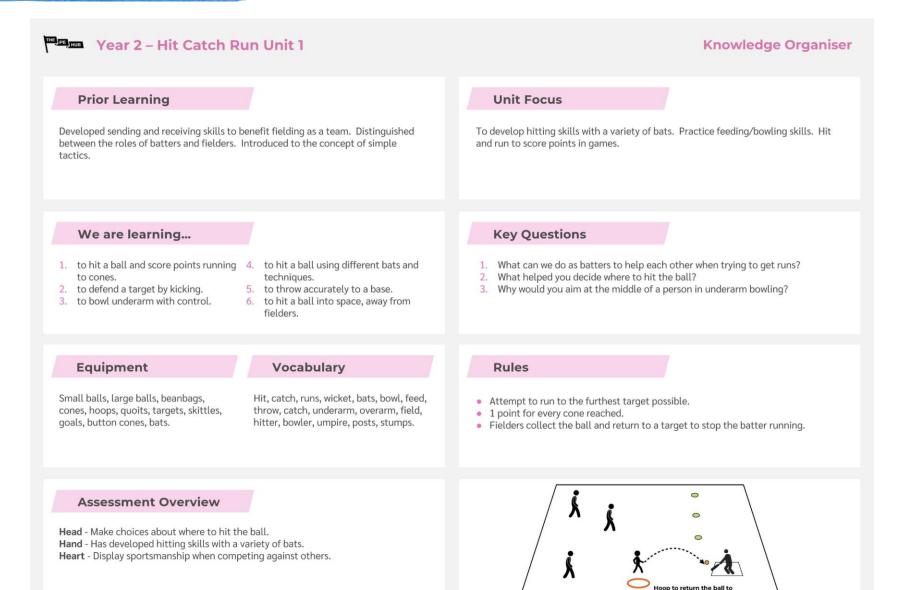


Year 2 - Gymnastics Unit 2 **Knowledge Organiser Prior Learning Unit Focus** Can describe and explain how performers can transition and link elements. Develop body management through a range of floor exercises. Use core strength to Performed basic actions with control at different speeds and levels. Developed link recognised gymnastics elements. Attempt to use rhythm while performing a flexibility in a range of shapes and balances. sequence. We are learning... **Key Questions** to use a relevé walk in a sequence. 4. to frog jump and leap frog. 1. 1. How would rhythm be shown in a sequence? 5. to hold an L-sit with a straight back. 2. to perform a dish and arch shape 2. Is the transition smooth and continuous? moving smoothly from one to the 6. to bring rhythm and flow to our 3. Say something you liked about someone else's performance. other. sequence. 3. to develop our strength in back support and crab. Equipment Vocabulary Skill Mats, hoops, cones, bean bags, low Body tension, carry, control, extension, Core muscles are like the superheroes of our body! They are a group of strong and apparatus, music player and music. fast, hang, timing, travel, turn, important muscles that live in the middle part of our body. Imagine your core as a transition, smooth, relevé, core powerful team that works together to keep you stable, balanced, and able to do lots muscles. 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.

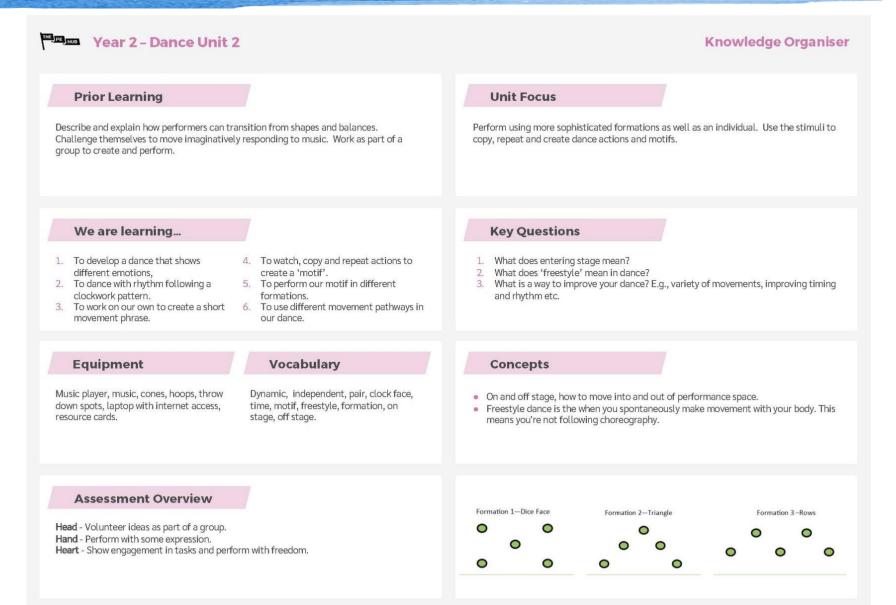
Spring Term 1 – Hit, Catch, Run (Unit 1: Outdoor)





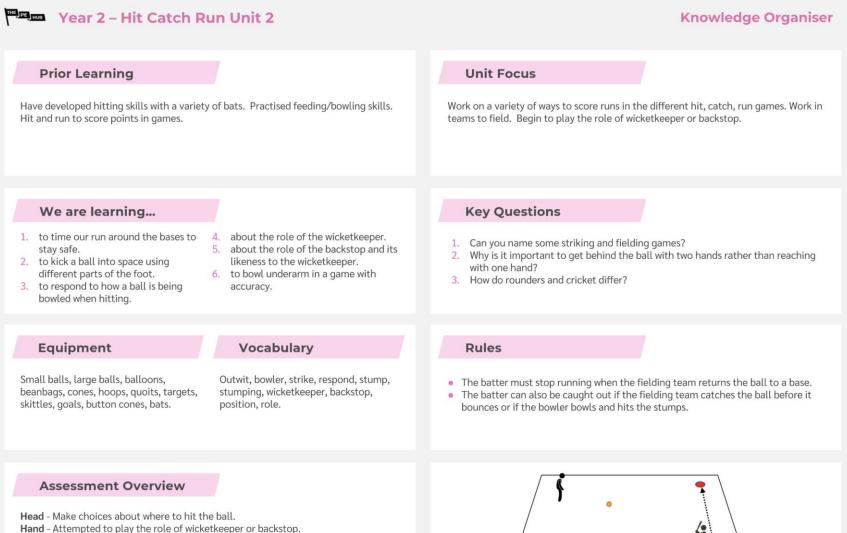
Spring Term 2 – Dance (Unit 2: Indoor)



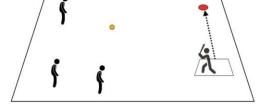


Spring Term 2 – Hit, Catch, Run (Unit 2: Outdoor)



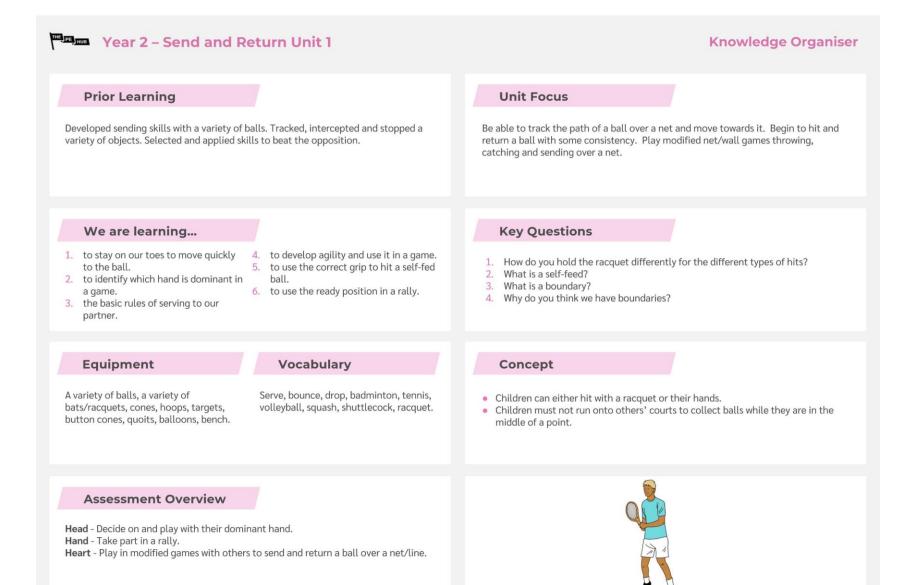


Heart - Can work in small groups to field and bat.



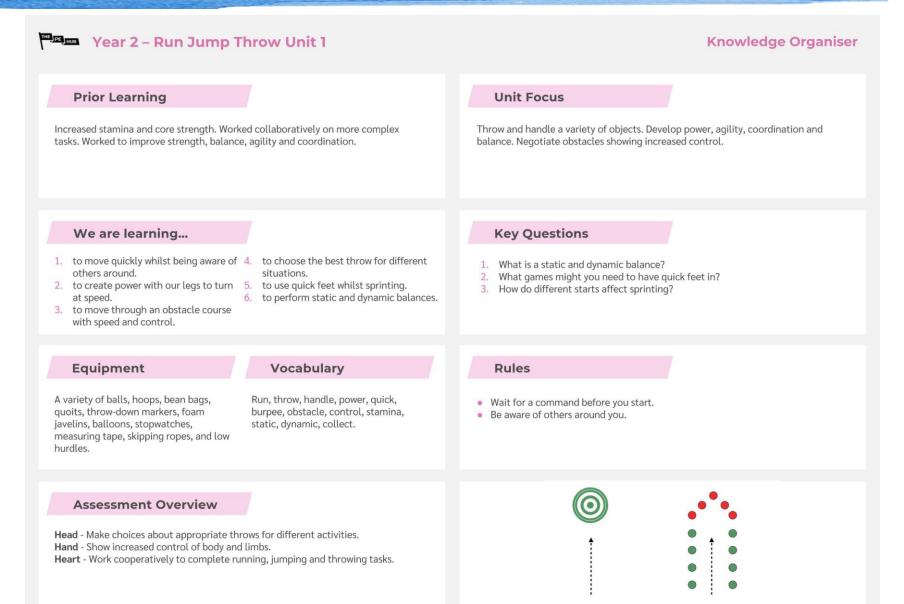
<u>Summer Term 1</u> – Send and Return (Unit 1: Indoor)





<u>Summer Term 1</u> – Run, Jump and Throw (Unit 1:Outdoor)





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.

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.

We are learning...

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

Equipment

Vocabulary

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

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

Concept

• The ball can be played in a standing or seated format.

2. Could you choose where you placed the ball?

• Play first to 3 or 5 points.

Key Questions

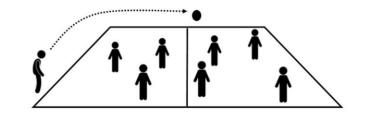
• You can serve by throwing or striking. You can play by scoring with the ball bouncing twice.

1. How did you try to beat your opponent? What skills did you use?

3. When the ball went where you wanted, do you know what you did correctly?

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)



