Year 2 Unit – Fundanmental Movement –ABC		
Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

Apply knowledge of effective changes of directions of speed when competing against others.
Negotiate space when competing against other children to make quick effective decisions.
Demonstrate control, balance, agility when travelling through equipment and explain key components of your movements
Apply knowledge of effective decision making when competing against others.
Select and apply correct running techniques when travelling
Know, apply and understand key skills of a good performance

Skill Progression

Procedural Knowledge (knowing'how')

Demonstrate quick changes of direction whilst maintaining coordination and balance.
Demonstrate changes of direction whilst maintaining control of equipment (balls).
Maintaining control when completing small and large foot patterns /movements.
Master basic fundamental movements (running, hopping, jumping and skipping)
Show control when travelling through equipment.

Key Learning

Children will have the confidence to use a variety of equipment, whilst using their agility, balance and co-ordination.
Agility- Children will show more control over their limbs when changing direction during an individual task or team game.
Balance- Children will be able to negotiate small spaces while maintaining control of equipment.
Co-ordination- Children will be able to perform a variety of tasks at the same time, such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example dribbling a football past defenders or through cones.

Vocabulary

Travel, Coordination. Demonstrate, Target, Direction, Patterns

Misconceptions

Effective techniques for fundamental movements. Effective foot control when changing direction
I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Prior Knowledge

Children will begin to feel increasingly confident using a variety of equipment, while improving their agility balance and co-ordination. Agility- Children will begin to show more control over their limbs when changing direction
Balance- Children will be able to negotiate small spaces while maintaining control.
Co-ordination- Children will be able to perform a variety of tasks at the same time, such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example a hockey stick and hockey ball.

Future Learning

Children will travel through a variety of equipment, with a knowledge of how to move limbs in combination and with co-ordination, whilst travelling in a flowing motion, using control, co-ordination and agility. Children will be encouraged to apply basic principles suitable for attacking and defending, or moving past guards/defenders.

Year 2 Unit – Awareness

 **Declaritve Knowledge –**	 **Gates Golden Goals- Healthy Participation**	 **Procedural Knowledge**

Knowledge Progression

Declarative Knowledge: (knowing 'what')

- Children to use good awareness of other children in small and large areas with safety
- To know, apply and understand key skills of a good performance

Skill Progression

Procedural Knowledge (knowing'how')

- Effective use of change of speed and direction
- Demonstrate quick decisions and good use of timing when travelling past others and when using equipment
- Travel with good awareness whilst maintaining good control of equipment

Show good awareness when competing against others

Key Learning

Children will gain the confidence to create different foot patterns through equipment, such as ladders or hurdles, with a high level of accuracy, show good use of space and be able to control a variety of equipment.
They will become physically confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination.
Children will be able to share ideas through communicating with others and know how to identify a good performance.

Vocabulary

- Awareness
- Direction
- Decisions
- Control
- Respect
- Communication
- Effective

Misconceptions

Racing to be first in activities so that they are not applying the skills.
Not transferring skills from of previous learning.

Prior Knowledge

Children will perform basic foot patterns through equipment, such as ladders or hurdles, with a good level of accuracy, begin show good use of space and be able to control a variety of equipment.
They will become increasingly confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination.

Future Learning

Year 2 Unit –Send and Recieve
 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)
Knowledge Progression
Demonstrate and understand receiving techniques. Know and understand how to use equipment safely and with control. Know, apply and understand key skills of a good performance.
Skill Progression
Throw to a target at variety of distance. Throw a wide range of equipment at different targets from a variety of distances. Use a variety of equipment to send and receive to a partner over a variety of distances. Master throwing and catching techniques.
Key Learning
Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. When sending, children will be able to select the correct technique, the correct height and correct weight. Receiving- Children will be able to explain and demonstrate how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others. • Start to show consistency and some basic technique when throwing a range of equipment at a target • Explain receiving techniques • Use and recognise why we use equipment safely • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Demonstrate sending techniques • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others
Vocabulary
Decisions Heights Distances Speeds Possession Target Receive Range
Misconceptions
Precision in throwing- throwing technique Catching technique Practise and resilience-results in progress
Prior Knowledge
Children will become increasingly confident when sending and receiving a variety of equipment such as beanbags. When **sending** children will be able to aim and show good technique. **Receiving**- Children will be able to explain how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others. • Start to show consistency and some basic technique when throwing a range of equipment at a target • Begin to explain receiving techniques • Use and recognise why we use equipment safely

- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- Enjoy communication, collaboration and competition with other

Future Learning

Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. Children will be able to explain and demonstrate how to receive a pass off a partner from different heights speeds, distances and angles. Children will learn how to strike and field a ball with control and accuracy.

- Travel with equipment demonstrating good control
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaborating and competing with others

Year 2 Unit – Attacking & Defending

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

Know, apply and understand key skills of a good performance

Recognise space to attack

Skill Progression

Attack with speed and maintain body control

Defend an area 1 V 1

Apply simple attacking and defending techniques

Demonstrate an awareness of others and space to attack.

Develop competence to excel in a broad range of physical activities

Key Learning

Children will compete in individual activities and team games to develop an understanding of attacking and defending principles, as well as improving their resilience and determination. Children will be able to communicate with others when sharing ideas, through this they will build character and good sportsmanship. Children will be working on their own and with others while guarding spaces. Apply simple tactics and strategies when competing against others

- Contribute in discussions
- **Change direction maintaining control and balance**
- **Show determination and begin to show resilience when competing against self and others**
- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- **Know and explain key skills of a good performance**

- Enjoy communication, collaboration and competition with others
- Compete against others, individually and as a group

Vocabulary

Increase Change of speed Change direction Target Receive Distance Travel Dribble Move Variety Control Space

Misconceptions

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.
Stereotypical attitudes towards- typically male or female sports. Such as gymnastics or football.

Prior Knowledge

Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their **resilience** and **determination**.
Defending, children will have to create and apply ideas of how to guard space and equipment. **Attack**, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed. Compete against others, Individually and as a group

- Apply simple tactics and strategies when competing against others
- Contribute in discussions
- Change direction maintaining control and balance
- Show determination and begin to show resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- Enjoy communication, collaboration and competition with others

Future Learning

- Pass and move demonstrating control and accuracy
- Send and receive with good pace and distance
- Compete against others, individually and as a group
- Apply simple tactics and strategies when competing against others
- Contribute in discussions
- Apply transferable skills in a variety of competitions/games/events
- Change direction maintaining control and balance
- Identify areas of a good performance and make suggestions for improvement
- Show determination and resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance

Suggested activities

Year 2 Unit – Basketball

 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)

Knowledge Progression

- . Show awareness when in control of the ball.
- Recognise space on the pitch.

Skill Progression

- Use both hands when dribbling.
- Change speed with control of the ball.
- Show awareness when in control of the ball.
- Recognise space on the pitch. Keep control when bouncing the ball at different heights. Change direction with the ball.

Key Learning

The children will develop control when dribbling with the ball. They will practise changing of speed when travelling with the ball. They will learn how to turn on command when dribbling, look forward when dribbling and pass to a selected target. The children will complete and demonstrate technical parts of the lesson. and follow the rules of the game.

Vocabulary

Pass tackle dribble catch turn shoot

Misconceptions

Precision in throwing- throwing technique	Catching technique	To push the ball rather than slap the ball when bouncing
To stand up straight when bouncing the ball.		To dribble with their head up.
Practise and resilience-results in progress		To look forward as well as down when bouncing the ball.

Prior Knowledge

- Can show control when dribbling with the ball.
- Can show a change of speed when dribbling with the ball.
- Can show changes of direction on command when dribbling.
- Can children bounce the ball with a pushing motion.
- Can complete and demonstrate technical parts of the lesson.
- Can follow the rules of the game.

Future Learning

Can show control and change direction with the ball.
Can show a change of speed when travelling with the ball.
Can explain the double dribble rule.
Can demonstrate a chest pass and a shoulder pass.
Can complete and demonstrate technical parts of the lesson.
Show understanding of tactics and strategies.
Can follow the rules of the game.

Suggested Activities

KeyPE Sports Planning

Anchor Questions

Year 2- Unit – Athletics

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Understand running speeds depen
- Know, apply and understand key skills of a good performance
- ding on distance and equipment
- Select appropriate speed when travelling at a variety of distances

Skill Progression

- Throw with coordination force, distance, control and accuracy
- Compete against others in a variety of distances
- Apply effective use of balance, agility and coordination when competing against others
- Become increasingly competent and confident in a broad range of activities
- Develop competence to excel in a broad range of physical activities

Key Learning

- Children will begin to show an understanding of running at different speeds depending on the distance. Children will also, start to throw a variety of equipment demonstrating good use of force, accuracy and control.
- They will engage in competitive games and situations against others whilst maintaining respect for each other.

End of Y2 Expectations

Understand running speeds depending on distance and equipment.
Throw with coordination force, distance, control and accuracy.
Show determination and begin to show resilience when competing against self and others.

Vocabulary

- Speed Target Balance Throwing Travel Distance Coordination Confidence skills

Misconceptions

Running technique
Throwing and Catching technique
TO master skills not race against each other

Prior Knowledge

- Children will begin to develop basic movements such as running, jumping and throwing in isolation or in combination with each other. They will begin to understand how to develop their own technique.
- Children will be introduced to new equipment and feel increasingly confident in using them, such as javelin, hurdles, shotput.
- They will engage in competitive games and situations against others whilst maintaining respect for each other.

END OF YEAR 1 EXPECTATIONS: Throw a range of equipment at different targets .
Begin to understand when to change speeds according to length of run/distance.
Jump with both feet from a standing position.

Future Learning

Children will begin to apply running and throwing techniques to improve performance. Children will also, be able to take off, jump and land demonstrating control and balance. They will engage in competitive events and games, whilst maintaining respect and sporting values.
END OF YEAR EXPECTATIONS: Apply running techniques to improve performance

Apply throwing techniques to improve performance Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games
Activities
KeyPE Sports Planning