

BOSTON WEST ACADEMY

Y2 PE OVERVIEW

Sept 2021



Year 2	
Dance	Gymnastics
<p>Follow the https://www.getset4pe.co.uk/ Y2 Dance scheme of work and lesson plans.</p> <p>Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y2 Gymnastics scheme of work and lesson plans. For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'</p> <p>Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>
<p><u>Assessment Criteria</u></p> <p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p><u>Assessment Criteria</u></p> <p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>
Vocabulary	
<p>expression, pathway, direction, perform, dynamics</p>	<p>Straight, barrel, tuck, pike, straddle, sequence</p>

Team building	Invasion games
<p>Follow the https://www.getset4pe.co.uk/ Y2 Team building scheme of work and lesson plans. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y2 Invasion games scheme of work and lesson plans. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	<p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>
<p><u>Assessment Criteria</u> 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.</p>	<p><u>Assessment Criteria</u> I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them.</p>
Vocabulary	
teamwork, communication, planning, collaboration, respect	dodging, defence, attack, possession, interception

Striking and fielding	Athletics
<p>Follow the https://www.getset4pe.co.uk/ Y2 Striking and fielding scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y2 Athletics scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
<p>Assessment Criteria I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. 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.</p>	<p>Assessment Criteria I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. 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. I try my best.</p>
Vocabulary	
striking, fielding, target, opponent, batter, bowler, track, retrieve	speed, power, strength, accuracy