





PE Long Term Plan Hadrian Y2



Y2 PE	
National Curriculum Objectives KS1	Key Links
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.• participate in team games, developing simple tactics for attacking and defending.• perform dances using simple movement patterns.	<p>Home - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>National PE Curriculum - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>Google Shared PE Drive - PE - Google Drive</p> <p>Twinkl Move - PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>YST - Youth Sport Trust - Youth Sport Trust</p> <p>School Games - Your School Games - Your School Games</p>

Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Striking & Fielding: Bat & Ball	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball. To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. To begin to choose and use the best space in a game. 	Strike Ball Learn Position Different Speed Pathways Directions Running movement Space Striking Fielding
Progression 	By the end of Year 2 children should be able to complete the following: <ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. 			
Teacher Subject Knowledge 	Primary-PE-model.pdf (afpe.org.uk) National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk) PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk) Youth Sport Trust - Youth Sport Trust			
Cross Curricular Links	Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene PSHE - importance of a healthy lifestyle, mental health and wellbeing.			



Autumn 2

Fundamental skill:
throwing & catching

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

- To throw different types of equipment in different ways, for accuracy and distance.
- To throw, catch and bounce a ball with a partner.
- To use throwing and catching skills in a game.
- To throw a ball for distance. Use hand-eye coordination to control a ball.
- To vary types of throws used.
- To use different ways of travelling at different speeds and following different pathways, directions or courses.
- To change speed and direction whilst running.
- To begin to choose and use the best space in a game.

Throwing
Catching
Moving
Movement
Distance
Coordination
Travelling
Different
Directions
Speed
Game
space

Progression

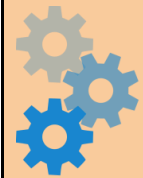


By the end of Year 2 children should be able to complete the following:

- Throw different types of equipment in different ways, for accuracy and distance.
- Throw, catch and bounce a ball with a partner.
- Use throwing and catching skills in a game.
- Throw a ball for distance. Use hand-eye coordination to control a ball.
- Vary types of throw used.
- Use different ways of travelling at different speeds and following different pathways, directions or courses.
- Change speed and direction whilst running.
- Begin to choose and use the best space in a game.

Teacher Subject
Knowledge

Primary-PE-model.pdf (afpe.org.uk)



[National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[PE Planning - PE Resources - Primary PE Schemes of Work \(twinkl.co.uk\)](https://www.twinkl.co.uk)

[Youth Sport Trust - Youth Sport Trust](https://www.youthsporttrust.com)

Cross Curricular



Links

Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene
PSHE - importance of a healthy lifestyle, mental health and wellbeing.



Spring 1

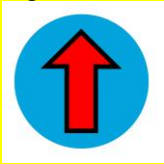


Invasion Games


- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending



- To begin to use and understand the terms attacking and defending.
- To use at least one technique to attack or defend to play a game successfully.
- To understand the importance of rules in games.
- To use at least one technique to attack or defend to play a game successfully.
- To use dribbling skills in a game.
- To know how to pass the ball in different ways
- To use different ways of travelling at different speeds and following different pathways, directions or courses.
- To change speed and direction whilst running.
- To begin to choose and use the best space in a game.

Attacking
Defending
Running
Passing
Dribbling
Moving
Space
Movement
Throwing
Catching

<p>Progression</p> 	<p>By the end of Year 2 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. • Use dribbling skills in a game. • Know how to pass the ball in different ways • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Spring 2</p>	<p>Gymnastics</p>	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> • To copy, explore and remember actions and movements to create their own sequence. • To link actions to make a sequence. • To travel in a variety of ways, including rolling. • To hold a still shape whilst balancing on different points of 	<p>Balance Agility Coordination Travel Speed Direction Movement Stretch Jump</p>

			<p>the body.</p> <ul style="list-style-type: none"> • To jumpump in a variety of ways and land with increasing control and balance. • To climb onto and jump off the equipment safely. • To move with increasing control and care. 	<p>Equipment Control Shapes Perform</p>
<p>Progression</p> 	<p>By the end of Year 2 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			

Summer 1	Dance	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • To copy, remember and repeat actions. • To create a short motif inspired by a stimulus. • To change the speed and level of their actions. • To use simple choreographic devices such as unison, canon and mirroring. • To use different transitions within a dance motif. • To move in time to music. • To improve the timing of their actions. • To perform sequences of their own composition with coordination. • To perform learnt skills with increasing control. • To compete against self and others. 	Dance Perform Sequence Unison Canon Mirroring Improvise Range Actions Control Music counting
Progression 	By the end of Year 2 children should be able to complete the following: <ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Use different transitions within a dance motif. • Move in time to music. 			

	<ul style="list-style-type: none"> • Improve the timing of their actions. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>Maths - basic counting when performing dance routines/performances.</p>			
<p>Summer 2</p>	<p>Health & Fitness</p>	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 	<ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy. • To use different ways of travelling at different speeds and following different pathways, directions or courses. • To change speed and direction whilst running. • To watch and describe performances, and use what they see to improve their own performance. • To talk about the differences 	<p>Healthy Body Performance</p> <p>Jump</p> <p>Travel</p> <p>Run</p> <p>Directions</p> <p>Watch</p> <p>Describe</p> <p>Speed</p>

between their work and that of others.

Progression



By the end of Year 2 children should be able to complete the following:

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.
- Use different ways of travelling at different speeds and following different pathways, directions or courses.
- Change speed and direction whilst running.
- Watch and describe performances, and use what they see to improve their own performance.
- Talk about the differences between their work and that of others.

Teacher Subject Knowledge



[Primary-PE-model.pdf \(afpe.org.uk\)](#)
[National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](#)
[PE Planning - PE Resources - Primary PE Schemes of Work \(twinkl.co.uk\)](#)
[Youth Sport Trust - Youth Sport Trust](#)

Cross Curricular Links



Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene
PSHE - importance of a healthy lifestyle, mental health and wellbeing.

Key texts



AFPE - **'Safe Practice: in Physical Education, School Sport and Physical Activity'**
Maisy learns to Swim by Lucy Cousins – **Trying new things – Early Years**
The Yoga Ogre – Peter Bently – **Healthy Lifestyle – Early Years**
Dora plays sports – Alison Inches – **Trying new things – Year 1/2**
Zach gets some exercise by The Duchess of York – **Healthy Lifestyle – Year 1/2**