

# Pudsey Bolton Royd Primary School PE Long-Term Plan

## Year 2

<i>Autumn 1: Gymnastics Unit 1</i>	<i>Autumn 1: Attack Defend Shoot Unit 1</i>	<i>Autumn 2: Dance Unit 2 Clock Face</i>	<i>Autumn 2: Hit Catch Run Unit 1</i>
<b>Enquiry Questions</b>			
How can you show different levels in a sequence?	How did you progress forward up the pitch?	What does freestyle mean in dance?	What can we do as batters to help each other when trying to get runs?
<b>Outcomes</b>			
Choose elements from the unit to apply to a simple sequence. Perform a sequence of between 4 and 6 elements. Select appropriate elements to get maximum points.	Play with and against others. Make some attempt at attacking collaboratively. Make choices on where to stand when defending as part of a team.	Explore movement pathways in given formations. Practise switching from a group formation to a whole class performance. Practise performing and improve timing as a class.	Play as part of a team to field and hit to score. Add simple tactics to game play. Play in different roles and positions.
<b>Linked Texts</b>			
N/A	N/A	N/A	N/A
<b>Linked Experiences</b>			
N/A	N/A	Learning to tell the time.	N/A
<b>Overview</b>			
Describe and explain how performers can transition and link elements. Perform basic actions with control and consistency. Create and perform a simple sequence.	Send and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills eg dribbling and passing.	Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	To develop hitting skills with a variety of bats. Practise feeding/bowling skills. Hit and run to score points in games.
<b>Knowledge and/or Skills Covered</b>			
Start and finish shapes. Power in jumping. Linking movements. Levels. Speed.	Inside of foot kicking. Stopping the ball with the foot. Controlling the ball. Bouncing the ball to send. Bouncing the ball to dribble.	Comment on contrasting actions. Use a clock face to develop a dance. Perform 'freestyle' movements. Perform a motif to music. Explore movement pathways.	Hitting with bats (some may still hit with hands). Use kicking to send a ball to score points. Field to catch and throw to teammates. Play as part of a team to field and hit to score.
<b>National Curriculum Attainment Targets</b>			
Pupils should be taught to: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	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-	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.	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-

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<b>Important Vocabulary</b>			
Sequence, shape, balance, body tension, tense, stretched, curled, carry, control, extension, fast, hang, high, jump, link, low, safety, rock, roll, speed, spin, strength, timing, travel, turn.	Compete, outwit, rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics, attack, controlling, cooperate, receive, control.	Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.	Underarm, overarm, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.

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<u>Spring 1: Dance Unit 1 Penguin Small</u>	<u>Spring 1: Send and Return Unit 1</u>	<u>Spring 2: Gymnastics Unit 2</u>	<u>Spring 2: Run Jump Throw Unit 1</u>
<b>Enquiry Questions</b>			
Explain what actions show the story.	What is a self-feed?	Are the transitions smooth and continuous?	What is a static and dynamic balance?
<b>Outcomes</b>			
Select actions as a group to create a short dance phrase that reflects rhythmic qualities.	To be able to self-feed to send a ball to a partner using a racquet and attempt a rally.	Combine all 10 elements of the unit 2 body management in order.	Perform a variety of static and dynamic balances.
<b>Linked Texts</b>			
Penguin Small by Mick Inkpen	N/A	N/A	N/A
<b>Linked Experiences</b>			
Life in the Freezer topic	N/A	N/A	N/A
<b>Overview</b>			
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.	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.	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.	Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.
<b>Knowledge and/or Skills Covered</b>			
Dance a solo. Dance a duet. Explore creative footwork. Discuss how performance can develop. Respond to visual stimulus.	On toes, move towards the path of the ball. Identifying dominant and non-dominant side. Basic service rules. Perform with increased agility in a conditioned game. Able to self-feed to send a ball to a partner using a racquet.	Releve and front support. Body control. Back support. Frog jump. Rhythm in sequences.	Awareness of others. Creating power. Quick feet. Choose appropriate throw. Static and dynamic balances.
<b>National Curriculum Attainment Targets</b>			
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. Pupils should be taught to perform dances using simple movement patterns.	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. Pupils should be taught to: master basic	Pupils should be taught to: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	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. Pupils should be taught to: master basic

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<b>Important Vocabulary</b>			
direction huddle group move mood feeling penguin musicality respond galloping flying	serve rally bounce drop tennis racquet volleyball squash shuttlecock badminton	body tension carry extension control hang fast travel turn transition smooth	run throw handle power quick burpee obstacle control stamina static dynamic collect

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<u>Summer 1: Attack Defend Shoot Unit 2</u>	<u>Summer 1: Hit Catch Run Unit 2</u>	<u>Summer 2: Send and Return Unit 2</u>	<u>Summer 2: Run Jump Throw Unit 2</u>
<b>Enquiry Questions</b>			
What is intercepting?	Can you name some striking and fielding games?	What skills did you use to try and beat your opponent?	What does it mean to be part of a team?
<b>Outcomes</b>			
Implement basic goalkeeping, attacking play and intercepting in games.	Work as a team to score points as batters and restrict runs.	Play in a volleyball style game.	Perform a range of skills in competition as part of a team.
<b>Linked Texts</b>			
N/A	N/A	N/A	N/A
<b>Linked Experiences</b>			
N/A	N/A	N/A	N/A
<b>Overview</b>			
Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play.	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 wicket keeper or backstop.	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.	Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy active lifestyles. Jump for distance and height.
<b>Knowledge and/or Skills Covered</b>			
Throwing with a variety of equipment. Moving after passing. Pass and move forwards. Goalkeeping positioning. Intercepting in a game situation.	Increase running pace to score runs and stay 'safe'. Experience the role of the backstop. Outwit bowler to kick in different directions. Practise the role of wicket keeper. Moving in line to stop the ball.	Play a variety of roles in a game. Moving the ball around the court. Throw into space to make it difficult for your opponent. Play out point from serve. Play using attacking shots.	Breathing technique. Develop strength. Create power. Working as part of a team. Discuss thoughts and feelings about activities.
<b>National Curriculum Attainment Targets</b>			
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<b>Important Vocabulary</b>			
rebound aim speed direction scoring controlling following intercepting tactics	bowler strike respond stump stumping wicketkeeper backstop position role outwit	front back tactics compete score wide deep rotate point	lunges strength repetition accuracy agility burn fitness persevere tally develop lap cooperate compete stamina power