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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Summer Term Year B** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Attack, Defend & Shoot  Unit 1 (Year 2) | Gymnastics  Unit 2 (Year 2) | Attack, Defend & Shoot  Unit 2 (Year 2) | Hit, Catch & Run  Unit 1 (Year 2) |
| **Prior Learning** | Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it. | Can describe and explain how performers can transition and link elements. Performed with control and consistency basic actions. Created and performed a simple sequence. | Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing. | Developed sending and receiving skills to benefit fielding as a team. Distinguished between hitting and catching. Introduced to the concept of simple tactics. |
| **Unit Focus – Key Knowledge & Skills** | Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing. | 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. | Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play. | To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games |
| **Key Questions** | 1. How did you work well as a team?  2. How did you progress forwards up the pitch?  3. How did you attack and how did you defend? | 1. How would rhythm be shown in a sequence?  2. Are the transition smooth and continuous?  3. Say something you liked about someone else's performance. | 1. Which skills did you use in the game?  2. What is intercepting?  3. Why do we make our bodies big when being a goalkeeper? | 1. What can we do as batters to help each other when trying to get runs?  2. What helped you decide where to hit the ball?  3. Why would you aim to the middle of a person in underarm bowling? |
| **Progression of Learning in lessons-Objectives covered** | * I can kick the ball over long and short distances * I can stop a ball with control using my foot * I can work as a team to keep the ball * I can bounce a ball with my partner * I can bounce the ball while I am moving (dribbling) * I can pass the ball forward in a game | * I can perform a front support position with control * I can perform an arch and dish shape * I can perform a back support shape showing flexibility * I can use and refine a leapfrog movement * I can jump for distance with control * I can create and perform a 10-element sequence | * I can throw different types of equipment * I can move to a space after passing a ball * I can pass and move forward to a target with a partner * I can position myself as a goalkeeper * I can intercept a ball from a person on the other team * I can use skills in a competition | * I can hit a ball and run to score points * I can defend a target by kicking * I can bowl underarm with control * I can hit a ball using different bats and techniques * I can throw accurately to a base * I can hit a ball into a space, away from fielders |
| **Vocabulary** | Aim, attack, compete, controlling, cooperate, receive, control. | Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth. | Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics. | Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Recognise you sometimes needs to stay in defined areas. * Hand: Can send a ball using feet. * Heart: Show awareness of teammates and opponents in games. | * Head: Work safely on own and with others. * Hand: Remember and repeat sequences. * Heart: Develop character and maturity to work in close proximity to others. | * Head: Select the most appropriate skill to move forwards. * Hand: Can send a variety of different size and shaped balls. * Heart: Work with a partner and in small groups to develop specific skills. | * Head: Make choices about where to hit the ball. * Hand: Has developed hitting skills with a variety of bats. * Heart: Display sportsmanship when competing against others. |
| **Application Task** | Intra-competition in house groups | Perform sequence to rest of class | Intra-competition in house groups | Intra-competition in house groups |