P.E.
Year 2 – Autumn Term
Multi Skills

Links to other subject units this term	
This unit will link to the Jigsaw unit at the end of Term 2 - 'Healthy Me' as well as our science unit on 'Living Things' and what all humans need to survive.	
Prior Learning	
ABC (agility, balance and co-ordination) learnt in Year 1	
Key vocabulary for this unit	
Agility, balance, co-ordination, base, accuracy, timing, aim, target, rotate, movement pattern, twist and turn, rock and roll, tuck, crab, skittles	
Learning Sequence	
Learn about a stable base and losing balance	• To explore static balancing • To understand concepts of bases • To balance on smaller body contact points or use more people to make the words
Move the body in a variety of ways	• To combine a number of co-ordination drills, using upper and lower body movements • To increase the amount of equipment and distances to run
Know how to throw a ball at the right speed and strength	• To aim a variety of balls and equipment accurately • To discuss tactics and decide the quickest way of completing the activity
Be able to copy a partner and change speed and direction	• To travel in different ways, showing clear transitions between movements • To change the route or size of activity area in order to add challenge
Explore different ways of twisting and turning	• To maintain balance when changing direction • When performing different actions, to increase the number of actions to put together
Play fairly and understand the rules of a game	• To use skills learned in a game • To increase the number of stations in order to add challenge
Assessment milestones	

A – Develop and master fundamental movement skills
B – Improve agility, balance and coordination
C – Engage in competitive and cooperative physical activities
D – Develop appropriate tactics and skills for a range of games promoting a sense of fair play and positive sporting attitude

P.E.
Year 2 – Autumn Term
Skip to the Beat

Links to other subject units this term	
This is a stand alone unit	
Prior Learning	
Skipping technique from Year 1, step, hop	
Key vocabulary for this unit	
hopping, skipping, jumping, trap, squat, tag, circuit	
Learning Sequence	
To perform skipping movements with agility, balance and co-ordination	• To consolidate previously learnt skipping techniques • To raise the heart rate in order to improve personal fitness
To explore different ways of jumping / hopping with balance and accuracy	• To hop consistently • To jump with control • To skip with good technique
To skip with control and balance - 1	• To improve awareness of where the rope is when skipping • To improve control of the rope and running skip technique
To skip with control and balance - 2	• To demonstrate good technique while skipping • To observe and comment on others' performances • Encourage children to set their own targets in order to challenge themselves
To skip with control and balance - 3	• To demonstrate good technique while skipping • To observe and comment on others' performances • Encourage children to set their own targets in order to challenge themselves
To skip with control and balance - 4	• To demonstrate good technique while skipping • To observe and comment on others' performances • Encourage children to set their own targets in order to challenge themselves
Assessment milestones	

'Golden Threads'
A – Develop and master fundamental movement skills (running, jumping)
B – Improve agility, balance and coordination

P.E.
Year 2 – Autumn Term
Boot Camp

Links to other subject units this term
This unit will link to the Jigsaw unit at the end of Term 2 - 'Healthy Me' as well as our science unit on 'Living Things' and what all humans need to survive.
Prior Learning
Know the importance of, and reasons for, warming up Parts of the body (Link to health) Why it is important to be fit What sorts of things can be done to keep fit What a circuit is, and why do one Basic circuit moves
Key vocabulary for this unit
heart rate, agility, co-ordination circuits, jacks, exercise, strength, aerobic travel, technique, heart beat

Learning Sequence	
To understand how to prepare the body for exercise. **To understand what fitness means.**	• Experience some of the changes that occur during exercise • Raise heart rate • Develop agility and co-ordination • Perform simple patterns of movement
To complete a range of circuit-based activities and understand the reason for doing them. **To understand what happens to the heart rate during exercise.**	• Learn new moves and perform them with good technique and balance
To complete a circuit that includes activities practiced in Lessons 1 and 2.	• Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination • Perform simple patterns of movement
To complete a circuit that includes activities practiced in Lessons 1-3 with balance and co-ordination.	• Demonstrate the correct technique for activities. • Improve on scores from Lesson 3 • Develop agility and co-ordination. • Perform simple patterns of movement.
To complete a circuit that includes activities practiced in Lessons 1-4 with balance and co-ordination.	• Demonstrate the correct technique for activities. • Improve on scores from Lesson 4. • Develop agility and co-ordination. • Perform simple patterns of movement.
To complete a circuit that includes activities practiced in Lessons 1-5	• Demonstrate the correct technique for activities. • To improve on scores from Lesson 5. • Develop agility and co-ordination. • Perform simple patterns of movement.

Assessment milestones
• **To develop movement skills, become increasingly competent and confident.** • **To access a broad range of opportunities to extend their agility, balance and coordination.** • **To engage in competitive (against self) physical activities** • **To master basic movements including running, jumping, throwing and catching** • **To perform simple patterns of movement**