

Year Two

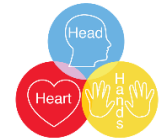
Autumn



Crucial Knowledge- Term 1 (Fundamental moves)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Explain what they need to do to stay healthy. Develop a running technique (starting position, use of arms, strides). Develop jumping techniques vertically and horizontally (spring, arms, landing position). Different throwing techniques (under arm, over arm, shot put, chest, bounce etc) with a range of equipment incorporating aiming. Catching with a range of equipment incorporating aiming. Bounce and kick a ball whilst moving. Develop balance, agility and coordination. 	<ul style="list-style-type: none"> Throwing over a distance Catching from long distance (over a meter) Balance on equipment. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Explain what they need to do to stay healthy. Discus/ demonstrate the correct running technique. Discus/ demonstrate the correct jumping techniques. Discus/ demonstrate the correct throwing techniques. Discus/ demonstrate the correct catching technique. Demonstrate kicking a ball whilst moving. Demonstrate balance, agility and coordination.

Spring

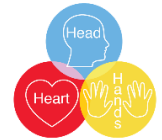
Crucial Knowledge- Term 2 (Dance)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Develop balance, flexibility, control and coordination. Know that movement(s) repeated successively is called canon. Know that identical movements performed at the same time by more than one person is called unison. Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. 	<ul style="list-style-type: none"> Demonstrate balances. Demonstrate control and coordination. Discus how they can improve their flexibility. Perform a simple dance sequence.



<ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Perform dances with different levels (ground, mid and high). • Follow a simple dance sequence. • Perform sequences of their own composition with coordination. • Watch and describe performances, and use what they see to improve their own performance. <p>Talk about the differences between their work and that of others.</p>	<ul style="list-style-type: none"> • Explain how balance, flexibility, control and coordination help a performer. • Know that a <i>motif</i> is a sequence of movements that link together to represent an idea like a story. 	<ul style="list-style-type: none"> • Discuss performances.
<p><i>Crucial Knowledge- Term 2 (Gymnastics)</i></p>	<p><i>Expanded Knowledge</i></p>	<p><i>Apply/Prove</i></p>
<ul style="list-style-type: none"> • Know what traveling means in gymnastics. • Know and perform a variety of gymnastic jumps: tuck, pencil, star, pike, straddle and hop. • Jump off apparatus with support and land safely. • Know and perform a variety of gymnastic rolls: pencil, forward, teddy bear, egg roll, dish roll and arch roll. • Know and perform a variety of gymnastic balances: tuck, pike, star, straddle, v-sit, front support, back support, dish, arch and bridge. • Perform gymnastic balances with a partner. • Perform a paired balance on a piece of apparatus. • Perform learnt skills with increasing control. • Follow a simple gymnastic sequence. • Perform a gymnastic sequence with different levels (ground, mid and high). • Watch and describe performances, and use what they see to improve their own performance. 	<ul style="list-style-type: none"> • Jumps with turns (half or whole turn). • Jump off apparatus independently and safely. • Compose, remember and perform their own sequence containing a roll, a balance and a jump. • Starting and finishing positions for gymnastic sequences. • Link movements together to create a sequence with flow. 	<ul style="list-style-type: none"> • Name and perform a variety of gymnastic jumps: tuck, pencil, star, pike, straddle and hop. • Name and perform a variety of gymnastic rolls: pencil, forward, teddy bear, egg roll, dish roll and arch roll. • Name and perform a variety of gymnastic balances: tuck, pike, star, straddle, v-sit, front support, back support, dish, arch and bridge. • Follow a simple gymnastic sequence.

Summer

<p><i>Crucial Knowledge- Term 3 (Team Games)</i></p>	<p><i>Expanded Knowledge</i></p>	<p><i>Apply/Prove</i></p>
<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Run with a purpose. 	<ul style="list-style-type: none"> • Explain basic attacking and defending tactics. 	<ul style="list-style-type: none"> • Demonstrate changing speed and direction whilst running.



<ul style="list-style-type: none">• Change speed and direction whilst running.• Use different ways of travelling at different speeds and following different pathways, directions or courses.• Jump with a purpose• Throw different types of equipment in different ways, for accuracy and distances varying the types of throw used.• Throw, catch and bounce a ball with a partner.• Catch with a purpose.• Know how to pass the ball in different ways.• Performing within a team• Begin to use and understand the terms attacking and defending.• Using simple attacking and defending tactics.• Understand the importance of rules in games.• Develop sportsmanship.	<ul style="list-style-type: none">• Explain the importance of following the rules of a game.• Explain when and why to use different throws.	<ul style="list-style-type: none">• Demonstrate different ways of travelling for a purpose.• Demonstrate how to jump effectively and discuss how to improve their technique.• Demonstrate throwing, catching and bouncing a ball with a partner.• Explain/ justify their attacking and defending techniques.• Explain why you should follow the rules of a game.• Showing sportsmanship during team games.
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