

Ball Skills Knowledge Organiser - Year 2



Prior Learning: In year 1, children learned to throw, catch and roll various shaped/size balls e.g netball, rugby, basketballs. They were taught to pass the ball with their hands and feet. They also dribbled the ball with the hands and feet. They learned how to score in a variety of ways. They learned how to run with a ball. They also played some small sided games (invasion games).

Physical Me

- **Passing**- The ball with feet
- The ball with hands
- **Dribbling** - The ball with feet
- The ball with hands
- **Throwing** - Overarm
- Underarm
- At a target
- **Catching**- different shaped balls
- **Rolling**- underarm
- **Throwing** into a goal, hoop, target to score.
- **Running**- To receive/intercept a ball
- With a ball in hands

Key Skills



- Balance
- Agility
- Co-ordination



Thinking Me

- To make a decision in a game

Value Me:

- Resilience
- Fair play

Social Me

- Communicate with others
- Co-operate with others

Games you can use your ball skills in...

- Basketball
- Football
- Rugby
- Handball
- Hockey
- Lacrosse
- Netball

Key Vocabulary

Accuracy

Control

Try

Possession

Communicate

Game

Opponent

Attacker

Defender

Key Knowledge

Catching - Hands out in 'W' shape to make a target to receive

Passing (feet) - Use the inside of foot, point in direction of pass

Passing (hands)- Step into pass, point in direction of pass

Throwing- Use opposite arm and opposite leg, Point in the direction with the non throwing hand.

Or in Rugby point the ball in the direction you throw

Dribble (with hands) - push not pat the ball, look up

Dribble (with feet) - Use the inside of foot, head up

Games (Invasion) have...

Attackers

- Aim to score a goal or point
- Create space
- Keep possession
- Move into a scoring position

&

Defenders

- Try and stop the opposition from scoring
- Mark the opposition
- Try and win the ball back

Football FUNdamentals Knowledge Organiser - Year 2



Prior Learning: In Year 1, children learned how to stop a ball with the sole of their foot. They began to learn how to pass a ball using the inside of their foot, and how to dribble the ball keeping it near to them. They also learned how to find space in the game, and to shoot into targets. They were introduced to small sided 2v2 games.

Key Skills

Physical Me

- Kicking** **Agility**
- Running** **Balance**
- Dribbling** **Co-ordination**
- Passing**

Value Me:
- Fair Play
- Honesty

Thinking Me
How can I move into a space?

Social Me
- Communication
- Encourage
- Collaboration



Invasion Games you can play...

- Football
- Basketball
- Rugby
- Handball
- Hockey
- Lacrosse
- Netball

Key Vocabulary

Score

Space

Invasion

Aware

Inside

Outside

Tackle

Key Knowledge

- Space** - It is important to run into a space so one of your team can see you easily and pass to you.
- Stopping the ball** - When stopping the ball use the sole, inside or outside of your foot.
- Passing** - Use the inside of foot, point your foot in direction of pass
- Dribble** - Use the inside of foot, head up, keep the ball close to you.

Invasion Games have...

Attackers

- Aim to score a goal or point
- Create space
- Keep possession
- Move into a scoring position

&

Defenders

- Try and stop the opposition from scoring
- Mark the opposition
- Try and win the ball back

Great Fire of London Dance Knowledge Organiser - Yr 2



Prior Learning: In year 1, children began to learn ways of listening to the music and moving in time to it. They worked in pairs and small groups to create a dance. They have learned the concept that a dance has a start, middle and finish.

Key Skills

- Move in time with a beat showing control and coordination.
- Dance with control
- Dance movements at different levels
- Travel using different movements such as; jumping, gesturing and turning.
- Counting to 8 to stay in time to the music

Thinking Me

- To improve my dancing
- Remember dance movements

Value Me

- Patience

Healthy Me

- Perform movements safely
- Warm up

Social & Emotional Me

- Co-operate with others
- Respect others performing

Key Vocabulary

Movement

Control

Count

Beat

Key Knowledge

Timing - Listen to the music , use counts to help you keep in time

Travelling - To move from one place to another

Levels - The three levels of dance movement are high, middle, and low

Control - The ability to start and stop movement, change direction and hold a shape efficiently

Perform - Dance has a beginning, middle and end, just like a story/children's written work



Topic Vocabulary

Fire

Building

Community

Spirit

Indoor Athletics Skills Knowledge Organiser - Year 2



Prior Learning: In Year 1, children learned different ways of jumping (for height and for distance). They also learned how to speed bounce over a cone. They looked at different ways of trying to get faster at the speed bounce and running. Children were also introduced to racing on their own and as a team.

Physical Me

- **Running** - Shuttle runs/sprints
- **Leaping/hopping** - Over objects
- **Throwing/Pushing** - At a target
- **Skiping** - With a hoop
- **Jumping** - Speed bounce, long jump, for height
- **Co-ordination** - Jumping

Key Skills

Thinking Me

- To improve my performance

Value Me:

- Determination
- Teamwork

Social Me

- Listening to others
- Support others



Key Knowledge

Standing Long Jump- Jumping two feet to two feet

Personal Best- To beat your own score

Race - A race is a competition to see who is the fastest, for example in running the 100 metres.

Athletic Events

Track Events:

100m sprint
200m sprint
400m sprint
800m middle distance
1500m middle distance

Field events:

Javelin throw
Long Jump
Triple Jump
Shot put
Discus
High Jump

Key Vocabulary

Speed Bounce

Sprint

Length

Centimetres

Personal Best

Faster

Teammate

Encourage

Metre

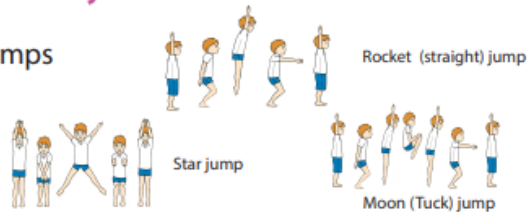
Gymnastics Knowledge Organiser - Year 2

Prior Learning: In Year One, children were beginning to perform basic shapes. They also performed basic jumps such as a rocket (straight) jump. They have begun to learn how to roll- moon roll (tuck roll) and rocket roll. They have also begun to learn the concept of a basic sequence (on their own) which includes a roll and a jump.

Key Skills

Physical Me

- Jumps



Strength

Flexibility

Balance

- Rolls



Co-ordination

Agility

-Bunny hops



Climbing

-Sequences

Social Me

- Co-operate with others
- Be a Mini Coach
- Teamwork

Value Me:

- Perseverance never give up!

Thinking Me

- To link my skills in a sequence.
- Understanding feedback

Inspirational Athlete

Max Whitlock- Olympic Gold medalist in pommel horse



Key Learning

Shapes - Have a tight body. Squeeze every muscle, extend fingers and toes.

Jumps - Have good body tension.

Bunny Hops - Flat hands. Hands first, then feet, keeping arms straight, lifting legs and pointing toes.

Sequence- To show a clear Start, Middle and Finish, with good control

Rolls - Ensuring head is **tucked** in, with a Star forward Roll

Key Vocabulary

Bunny hop

Dish roll

Star Roll

Saucer roll

Start

Middle

Finish

Sequences



Multi-Skills Knowledge Organiser - Year 2



Prior Learning: In year 1, children learned different ways of balancing on the floor- on objects and low apparatus. They learned how to pick up objects in competitive games situations and to change direction (agility) when moving. They learned how to move in a variety of ways with control on their own and with equipment (co-ordination). They also practiced their throwing and catching skills with a variety of objects.

Physical Me

-Balance - On the floor, equipment (on body), low apparatus

-Agility - Running games



- Co-ordination - **-Skipping, hopping, jumping, running**
- Throwing at a target
- Moving with equipment in different directions

Key Skills

Thinking Me

- To remember my skills

Value Me:
- Kindness

Social Me

- Taking it in turns

Key Vocabulary

Paces

Balance

Control

Personal best

Apparatus

Space

Skipping

Run

Direction

Key Knowledge

Balance:

Head – Look forward

Shoulders – Arms in line

Knees – Slightly bent

and **Toes** –Light feet

Direction- You can change direction when running

- it is important to keep your balance as you turn your body

Space - When moving around, find a space to run, jump, jog, move.

Paces - How many steps you take



Yoga Knowledge Organiser - Year 2



Prior Learning: In year 1 children learned how to perform basic Yoga poses. They began to learn about having a strong tummy (core strength). They learned some relaxation time techniques. They also made up their own Yoga story (using the poses).

Key Skills

Physical Me

- Learn yoga poses: Encourage children to try the extended yoga poses

- Flexibility
- Core Strength
- Coordination



- Balance



- Control



Thinking Me

- To improve my performance
- Creating my own yoga story
- Challenge myself

Healthy Me:

Yoga makes you feel calm and relaxed which is good for my mind and body

SMSC

Value Me:

- **Courage** - trying something new
- **Confidence** - be confident have a go at the harder poses

Social & Emotional Me

- Listening and being calm and relaxed
- Mini Coach
- Demonstrating to a small group

What is Yoga:

Yoga's origins can be traced to northern India over 5,000 years ago.

Yoga is a way to exercise our bodies, our breath, and our minds all at the same time.

Key Knowledge

Core strength- Tense tummy to help keep you strong

Breathing- Breathe in through their nose take a deep breath all the way into your tummy

Relaxation time- Close your eyes, relax body and listen.

YOGA



Key Vocabulary

Pose

Yoga

Breathe

Strong

Control

Relax

Ball Games Knowledge Organiser - Year 2



Prior Learning: In year 1, children learned the basics of invasion games: move into space, pass to a player who is in a space, pass and move into a space, follow their opponent beginning to understand the concept of marking. Trying to intercept and win the ball.

Key Skills

Physical Me

- **Running**/moving in to a space
- **Throwing** the ball to a player
- **Catching** a ball
- **Throw** (passing) and move into a space
- Marking a player - **running** to keep near them
- Intercept - **run, jump, catch**
- Scoring by **throwing** into a goal, hoop, target.

Social Me

- Communicate with my team
- Co-operate with my team

Thinking Me

- How can I move to stop a player getting the ball?

Value Me:

- Fair Play
- Honesty



Invasion Games you can play..

- Basketball
- Football
- Rugby
- Handball
- Hockey
- Lacrosse
- Netball



Key Vocabulary

Space

Pass

Dodge

Receive

Invasion

Opponent

Defend

Intercept

Possession

Key Knowledge

Invasion game: Moving towards your opponents goal to score

Possession: keeping the ball between your team

Intercept: Stopping an opposing players pass

Dodging: Moving away from your opposition

Invasion Games have...

Attackers

- Aim to score a goal or point
- Create space
- Keep possession
- Move into a scoring position

&

Defenders

- To try and stop the opposition scoring
- Mark the opposition players
- Try and win the ball back

Jungle Dance Knowledge Organiser - Yr 2



Prior Learning: In year 1, children began to learn ways of listening to the music and moving in time to it. They worked in pairs and small groups to create a dance. They have learned the concept that a dance has a start, middle and finish.

Key Skills

- Move in time with a beat showing control and coordination.
- Dance with control
- Dance movements at different levels
- Travel using different movements such as; jumping, gesturing and turning.
- Counting to 8 to stay in time to the music

Thinking Me

- To improve my dancing
- Remember dance movements

Value Me

- Patience

Healthy Me

- Perform movements safely
- Warm up

Social & Emotional Me

- Co-operate with others
- Respect others performing

Key Vocabulary

Movement

Control

Count

Beat

Key Knowledge

Timing - Listen to the music , use counts to help you keep in time

Travelling - To move from one place to another

Levels - The three levels of dance movement are high, middle, and low

Control - The ability to start and stop movement, change direction and hold a shape efficiently

Perform - Dance has a beginning, middle and end, just like a story/children's written work



Topic Vocabulary

Rescue

Lions

Parrots

Giraffes

OAA Knowledge Organiser - Yr 2



Prior Learning: If children took part in year 1, they were introduced to some activities in pairs, learning how to work together with a partner and in small groups. They were encouraged to work as a team to solve problems/tasks. They were also introduced to map reading and co-ordinates forwards, backwards, left and right.

Physical Me

Co-ordination

Jump, step, hop

Balance

Walk, run, jog

Key Skills

Value Me:

- Teamwork
- Friendship

Social Me

- Co-operation
- Encouraging others
- Communicate
- Trust
- Taking turns

Thinking Me

- Problem solving

Key Vocabulary

Co-ordinates

North

South

East

West

Co-operate

Compass

Problem

Solve

Key Knowledge

Co-ordinates: The co-ordinates of a point on a map, numbers or letters that you need in order to find that point

Compass Points: North, South, East, West.

Solve: When solving a problem you are looking to find the answer

Co-operate: Working together to achieve the same goal- e.g to solve a problem.



OAA

Outdoor and adventure activities are fun tasks/games that you can take part in when you are outside.

You will develop lots of qualities: working together, talking, looking after your friends, problem solving and achieving tasks.

It can make you feel really happy when you solve a task together!

Athletics Skills Knowledge Organiser - Year 2



Prior Learning: In year 1 children developed their running, jumping and throwing skills. They threw various objects and started to think how they stand. They jump in various ways including 2 feet to 2 feet (the beginning of a standing long jump) and began to measure this. They also worked in teams to take part in events. They began competing against themselves and others in races and fun games.

Physical Me

- **Running** - Straight runs
- Through ladders
- **Throwing** - Overarm
- Underarm
- At a target
- **Jumping** - Over small objects
- For distance
- 2 footed



Key Skills

Thinking Me
- To improve my performance

Value Me:
- Determination

Social Me
- Co-operate with others

Athletic Events

Track Events:

100m sprint
200m sprint
400m sprint
800m middle distance
1500 middle distance

Field events:

Javelin throw
Long Jump
Triple Jump
Shot put
Discus
High Jump

Key Vocabulary

Speed

Accuracy

Competition

Challenge

Personal Best

FAST

Control

Distance

Measure

Key Knowledge

Running -
F - Face forward – head still
A - Arms pump fast – 'hip to lip'
S - Speedy feet
T - Trunk to be upright

Throwing - Standing Side on Bolt pose, use opposite arm and opposite leg, Point in the direction with the non throwing hand.

Jumping - Swing arms and bend knees to help you get further.
- Safety bend at knees when landing

Inspirational Athletes

Jessica Ennis

Olympic champion and three-times world champion heptathlete, Jessica Ennis-Hill is one of Great Britain's most successful athletes.



Kwik Cricket Knowledge Organiser - Year 2



Prior Learning: In Year 1, children were learning how to roll and stop a ball. They developed their throwing (underarm and overarm) and catching skills. They were introduced to bowling underarm at target. They were also introduced to holding a cricket bat and hitting a ball off a cone. They played an adapted cricket game.

Physical Me

Throw - Underarm, Overarm, rolling

Catch - On their own/in pairs

Running- When fielding
- scoring runs

Co-ordination -Hand-eye (catching and hitting the ball)
- Throwing at a target

Balance- when throwing and catching

Key Skills

Thinking Me

- To improve my performance

Value Me:

- Determination
Try, try, try again!

Social Me

- Take it in turns



Cricket Fun Facts

Cricket is believed to have been invented in the South of England.

Some researchers claim that the game was played from as early as the 13th century.

A stone was used in the place of a ball, and the players used a simple bat shaped from a branch

Key Vocabulary

Aim

Catch

Bat

Control

Overarm

Challenge

Fielder

Bowl

Striker

Key Knowledge

Catch - Watch the ball, make a basket with your hands when you catch and cradle the ball

Overarm throw- Opposite arm and opposite leg,
- release the ball when it is near your ear
- point to where you want the ball to go.

Target- Throw an object/ball toward a target while avoiding any obstacles.

Aim- To point an object toward something



Striking and Fielding Games have...

Strikers

- Aim to score points/runs when a player strikes/hits a ball

- Runs to or between designated areas to score points

Fielders

- Aim to limit the number of points/ runs that stop the striker scoring

- Aim to get the batter out!