Year 2 Physical Education Curriculum

A clear overview of the Year 2 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 2 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**Team Building**	THE UNIT PURPOSE The unit of work will develop pupils’ ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems. KEY SUCCESS CRITERIA Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges	VOCABULARY FOR LEARNING Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Inclusion: Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out. Communication: Is the method of transferring

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		successfully. Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics. Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges. Pupils will develop life skills such as courage as they strive to complete the different challenges, adapting strategies and never giving up.	information from one person or a group to another. Types of communication include verbal, non-verbal, written and visual. Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.
Autumn 1	**Health and Wellbeing**	THE UNIT PURPOSE The unit of work will consolidate pupils' understanding of agility, balance and coordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance. KEY SUCCESS CRITERIA Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges. Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important. Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits. Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.	VOCABULARY FOR LEARNING Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender. Defender: We are considered a defender when we are not in possession of the ball or we are trying to catch an attacker. Agility: Is the body's ability to move quickly and easily in different directions. Balance: Is the even distribution of weight enabling someone or something to remain upright and steady. Coordination: Is the ability to use different parts of the body together efficiently.

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Autumn 2	**Ball Skills Hands**	THE UNIT PURPOSE The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities. KEY SUCCESS CRITERIA Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance.	VOCABULARY FOR LEARNING Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders. Defender: We are considered a defender when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. Opponent: Means a player on the other team. If we are an attacker dribbling, we need to keep the ball away from the defender who is our opponent. Team: Is a group of players from one side who come together to try and achieve a common goal. Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver’s hands at chest level.
Autumn 2	**Ball Skills Feet**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point. KEY SUCCESS CRITERIA	VOCABULARY FOR LEARNING Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders. Defender: We are considered a defender

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		Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.	when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. Possession: Is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have possession that we can create the opportunity to score. Space: Is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders. Passing: Is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.
Spring 1	**Gymnastics Linking**	THE UNIT PURPOSE The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply champion gymnastics and be able to perform a sequence on apparatus focused on jumps, rolls and balances. KEY SUCCESS CRITERIA Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.	VOCABULARY FOR LEARNING Champion Gymnastics: Refers to pupils being silent, pointing their fingers and toes and being still when they make shapes or balances. Linking: This means successfully adding two movements together so that they flow one after the other. Flow: This is when a gymnast moves from one action to another without stopping. Transition: The term transition means to move into and out of basic movements, actions or

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		Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.	balances. Jump: Is a method of moving where a gymnast pushes themselves off a surface and into the air, creating a moment of flight. Roll: Is a method of moving where a gymnast completes rotation of their body on the ground. Sequence: This is a combination of controlled movements, balances or actions that have been added together in a particular order.
Spring 1	**Gymnastics Pathways**	THE UNIT PURPOSE The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply champion gymnastics and be able to perform a sequence on apparatus while travelling along a chosen pathway. KEY SUCCESS CRITERIA Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus. Pupils will confidently demonstrate self-belief and courage as they create their own sequences and	VOCABULARY FOR LEARNING Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and being still when they make shapes or balances. Linking: This means successfully adding two movements together so that they flow one after the other. Flow: This is when a gymnast moves from one action to another without stopping. Transition: The term transition means to move into and out of basic movements, actions or balances. Zig-Zag: This means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements. Curved: This means a line or outline which gradually deviates from being straight for

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		challenge themselves to try a range of movement and balances.	some or all of its length. Pupils can follow this line as they create movements. Sequence: This is a combination of controlled movements, balances or actions that have been added together in a particular order.
Spring 2	**Ball Skills Sticks**	THE UNIT PURPOSE The unit of work will challenge pupils to combine their dribbling, passing and receiving skills in order to keep possession, understanding when and why. Pupils will develop ways of intercepting and stopping a ball. Pupils will also develop ways of shooting towards a target. KEY SUCCESS CRITERIA Pupils will develop passing with power and accuracy, whilst being able to stop and intercept the ball. Pupils will develop an understanding of when and why to dribble or pass the ball around a defender, knowing that if they make a mistake there will be a consequence. Pupils will develop communication and cooperation as they listen to their partner and team members, working collaboratively together. Pupils will be able to dribble and move with control. Pupils will develop passing with power and accuracy, whilst being able to stop and intercept the ball.	VOCABULARY FOR LEARNING Dribbling: Is a method of moving with the ball using our stick. When we dribble, we can only use the flat side of our stick. Space: Is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into, in order to keep the ball away from the defenders. Passing: Is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball. Control: Means keeping the ball close to us, preventing the defenders from gaining possession. Blocking: A block occurs when an attacker takes a shot and a defender uses their stick to prevent the ball from going towards the goal.

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Spring 2	**Dance**	THE UNIT PURPOSE The unit of work will develop pupils' ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography. KEY SUCCESS CRITERIA Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear. Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters. Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.	VOCABULARY FOR LEARNING Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music. Control: Means moving our bodies in time with the music, beat or sound. Rhythm: Is a repeated pattern of movements or sounds. Expression: Refers to the actions a dancer uses to make their character's thoughts or feelings known. Emotion: Refers to the feelings a dance character is feeling depending on their circumstances, mood or relationship with others. Choreography: Is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform. Unison: Unison is where pupils perform the same movement at exactly the same time as each other. Motif: Is a series of movements that are repeated.

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Summer 1	**Multiskills Learning Through Play**	THE UNIT PURPOSE The unit of work will challenge pupils to create simple tactics, follow and develop rules for games. Pupils will apply these in games playing against themselves, with a partner and in teams. Pupils will understand how different roles, such as the referee or timekeeper, help to manage the game. KEY SUCCESS CRITERIA Pupils will take on the role of a referee to enforce the rules of a game. Pupils will move between attack and defence as the game changes. Pupils will show an understanding of the different roles within a game. Pupils will be able to identify the key attributes that make a successful team. Pupils will encourage others and show gratitude. Pupils will collaborate and work together in teams.	VOCABULARY FOR LEARNING Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders. Defender: We are considered a defender when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. Referee: Is an official who enforces the rules and is responsible for making sure that the game is played fairly. Sportsmanship: Sportsmanship is the quality of showing fairness, respect and good behaviour towards our opponents when competing and graciousness in winning or losing. Competition: Competition means when we compete against ourselves or when we play against others, in small groups or in pairs. Consequence: A consequence is a result of something that has happened from a given action or situation.
Summer 1	**Ball Skills Hands 2**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their	VOCABULARY FOR LEARNING Throwing: Means using your arm or hand to propel a ball with force through the air to a specific target or area.

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		understanding of why we need to be accurate when we throw. KEY SUCCESS CRITERIA Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together.	Catching: Means holding the ball with our hands when it is hit or thrown to us, usually before it touches the ground. Batting: Batting is the skill of hitting a ball with a bat into a space to score runs or rounders. The aim of the game for the batter is to score as many runs or rounders as possible. Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team is to prevent the batter from scoring runs or a rounder. Attacker: We are considered an attacker when we or our team are in possession or in control of the ball. Defender: We are considered a defender when we are not in possession or in control of the ball.
Summer 2	**Rackets, Bats and Balls**	THE UNIT PURPOSE The focus of the learning is for pupils to refine their understanding of how they can use their hitting skills to send the ball into space in order to win a game. Pupils will refine this understanding of why, in certain games, hitting into space is essential in order to score points against the opposing team. KEY SUCCESS CRITERIA Pupils will be able to use a bat safely to strike their ball into space, directing the ball away from fielders. Pupils will understand why it is so important to hit the	VOCABULARY FOR LEARNING Opponent: Means a player on the other team. Accuracy: Is the ability to control where we are pushing or hitting the ball with our racket or bat. Power: Is the intensity and speed that we hit a ball with our racket or bat. Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter is to score as many runs as possible.

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		ball into space and apply this understanding as they outwit their opponents. Pupils will continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved. Pupils will show self-motivation as they strive to improve and show a positive attitude in their learning.	Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team is to keep the batter's score as low as possible.
Summer 2	**Athletics**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games. The unit of work will develop pupils' ability to run using different parts of their bodies. KEY SUCCESS CRITERIA Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games. Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping. Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders. Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.	VOCABULARY FOR LEARNING Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running. Acceleration: Is how quickly an athlete can increase their speed over a distance when running. Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. Agility: Is the body's ability to move quickly and easily in different directions. Jumping: Is a form of moving where we use our body to propel ourselves off a surface and into the air. Distance: Is defined as the length of space between two points. This might mean how far an athlete has jumped.