

## Year 2

### Year 2 - Autumn 1: Real PE

#### Milestone LO

- **Real PE LO:** I am learning to keep trying and persevere with a task.

#### Curriculum Links:

- Master basic movements, including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities.
- Engage in competitive and cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Personal Cog</li> <li>• Coordination: Footwork</li> <li>• Static Balance: One leg</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Instructions are when someone is telling them to do something in a particular way or order.</li> <li>• To follow instructions will enable me to practise safely.</li> <li>• To practise safely they need to listen carefully to instructions.</li> <li>• To practise safely means that they need to keep their head up to see what is going on and stay within a marked area.</li> <li>• To be successful means that they can do things consistently well.</li> <li>• Consistently means that it is always the same.</li> <li>• Challenge means something that needs special effort and is demanding.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• Balance means being able to keep steady in a controlled position (not wobbling or falling over).</li> <li>• Moving smoothly means to move with flow from one thing to another.</li> <li>• Skipping is when they jump forward lightly by sliding and hopping on one foot and then the other.</li> <li>• Hopping is when they make a short jump on one foot.</li> <li>• Side stepping is when we move sideways.</li> <li>• A pivot is when they rotate on one foot.</li> <li>• To move well in both directions / on both sides means to bend their knees to push off and land.</li> <li>• To balance with control means to use their tummy back and still</li> <li>• Hopscotch means to do a hop followed by a two foot jump by bending their knees to push off and land</li> </ul> <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> <li>• To balance with minimal wobble means that their body doesn't move very much.</li> <li>• To keep their tummy tight they have to squeeze the tummy muscles.</li> <li>• To move well in both directions / on both sides means to bend their knees to push off and land.</li> <li>• To balance with control means to keep their tummy muscles clenched, back straight and body still.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To try several times if they are not successful the first time.</li> <li>• To ask for help and say what I need help with.</li> <li>• To carry out an action consistently before moving on.</li> <li>• To challenge themselves and keep going when things are hard</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To move with good control, by keeping their head up.</li> <li>• To move smoothly, working off the balls of their feet.</li> <li>• To skip by stepping forward and hopping onto one foot and then the other, swinging the opposite arm to leg.</li> <li>• To side-step by moving sideways taking one step out and then bringing feet together and repeating this.</li> <li>• To pivot on the spot by keeping one foot still and moving the other, keeping their balance, whilst turning</li> <li>• To balance by keeping their tummy tight, back straight and head up and still when completing different moving actions.</li> <li>• To hopscotch by doing a hop then a two foot jump repeating the sequence.</li> </ul> <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> <li>• To balance by keeping their tummy tight, back straight and head up and still when balancing on one leg.</li> </ul>

<b>Vocabulary</b>	<p><b>Back:</b> Moving in the opposite direction from where they are facing or going.</p> <p><b>Control:</b> Being able to manage and direct their body or actions effectively.</p> <p><b>Directions:</b> Instructions or guidance on how to go to a place or how to do something.</p> <p><b>Gallop:</b> To run or move quickly, with all four feet off the ground in each stride, like a horse.</p> <p><b>Hop:</b> To jump a short distance on one foot.</p> <p><b>Muscles:</b> Parts of their body that help they move, like their arms and legs.</p> <p><b>Safely:</b> Doing something in a way that doesn't cause harm or injury.</p> <p><b>Side step:</b> To take a step sideways, often used to avoid something or change direction.</p> <p><b>Skip:</b> To move forward by hopping lightly from one foot to the other.</p> <p><b>Still:</b> Not moving or making any noise.</p> <p><b>Straight:</b> Going in one direction without turning or bending.</p> <p><b>Task:</b> Something that needs to be done or accomplished.</p> <p><b>Wobble:</b> To move unsteadily from side to side.</p>
<b>Enrichment &amp; wider development</b>	



## Year 2 - Autumn 1: Orienteering

### Milestone LO

- To know the 4 cardinal directions and use these to complete challenges.
- To use a simple map/diagram to navigate to controls within a small area.
- To use known features on the orienteering map to navigate from the start to controls.
- To plot control points on the orienteering map accurately by making connections between the map and the real-world features

### Curriculum links:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Take part in outdoor and adventurous activity challenges both individually and within a team.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• A map uses symbols to represent objects in reality</li> <li>• To travel means to move.</li> <li>• A control point is where they check in and get the next clue.</li> <li>• A map represents the real-world.</li> <li>• A variety of common orienteering map symbols &amp; their real-world features:</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• Cardinal directions are four directions.</li> <li>• The cardinal directions are: north, east, south and west.</li> <li>• A map represents objects on the ground.</li> <li>• Star orienteering is a two person relay where they move to mapped control sites from a central starting point.</li> <li>• Score orienteering is when controls can be visited in any order with a point assigned to each.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To apply their knowledge of symbols and the cardinal directions when looking at a simple map and when following simple instructions.</li> <li>• To apply their knowledge of the cardinal directions when completing physical challenges.</li> <li>• To use a simple map/diagram to help identify the location of controls.</li> <li>• To use their map skills to plot control points on the map</li> </ul>
<b>Vocabulary</b>	<p><b>Cardinal directions:</b> The main directions on a map or compass, including north, east, south, and west.</p> <p><b>Control:</b></p> <p><b>Control point:</b> A specific spot or marker on a map that they aim to find or reach during navigation activities.</p>	

	<p><b>East:</b> The direction where the sun rises, shown as the right side on a map facing north.</p> <p><b>Navigate:</b> To find their way around or move through a place using maps, compasses, or directions.</p> <p><b>North:</b> The direction pointing towards the North Pole, shown at the top of a map.</p> <p><b>South:</b> The direction pointing towards the South Pole, shown at the bottom of a map.</p> <p><b>West:</b> The direction where the sun sets, shown as the left side on a map facing north.</p>
Enrichment & wider development	



**Year 2 - Autumn 2: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to help and encourage others

**Curriculum Links:**

- Master basic movements, including jumping, as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Engage in cooperative physical activities in a range of increasingly challenging situations

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Social Cog</li> <li>• Dynamic Balance to Agility: Jumping and Landing</li> <li>• Static Balance: Seated Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Working sensibly means to listen to others, take turns, share and be aware of the space around them.</li> <li>• To use positive words and gestures means to say what others are doing well.</li> <li>• Helping, praising and encouraging others can help them to improve.</li> <li>• To praise someone means to tell them that they are doing well.</li> </ul> <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• Moving smoothly means to move with flow from one thing to another.</li> <li>• Take off means to leave the ground or other surface.</li> <li>• A good take off and height means keeping their feet and shoulder width apart.</li> <li>• A good landing means to land with balance and control.</li> <li>• To land with balance and control they need to keep their head up as they land.</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To balance without strain means that their head is up and they breathe throughout and are able to comfortably hold the balance.</li> <li>• To balance with their hands and feet off the floor means that their tummy is tight and their back is straight.</li> <li>• To balance with minimum wobble means that they have their tummy tight by squeezing their muscles and having their weight going through their bottom.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To share the space and equipment.</li> <li>• To use positive words when others do well.</li> <li>• To use positive words or gestures to praise and to keep others going.</li> </ul> <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• To achieve a good take off and height by keeping their feet and shoulder width apart and bending their knees on take-off and swinging their arms to gain height.</li> <li>• To land with balance and control by keeping their head up and swinging their arms to help balance their body.</li> <li>• To land softly by bending their knees on landing.</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with good control and without strain, by keeping their head up and breathe throughout when balancing in a seated position with hands and feet off the floor.</li> <li>• To balance with minimum wobble by keeping their tummy tight.</li> <li>• To maintain balance by keeping their back straight when their hands and feet are off the floor</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Dish:</b> A rounded shape, like the inside of a bowl.  <b>Dynamic:</b> Moving with energy and action, like running or dancing.  <b>Encourage:</b> To say or do something that makes someone feel good and want to keep trying.  <b>Height:</b> How tall something is, like a tree or a mountain.  <b>Hold:</b> To keep something in their hands or arms without letting it fall.  <b>Praise:</b> To say nice things to someone about what they did well.  <b>Shape:</b> The way something looks, like a circle, square, or triangle.  <b>Tucked:</b> To pull their arms or legs close to their body, like when they curl up.</p>	
<p><b>Enrichment &amp; wider development</b></p>		



Year 2 - Autumn 2: Real Gym

**Milestone LO**

- **LO:** I am learning to help, praise and encourage others.

**Curriculum links:**

- Master basic movements including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities.
- Engage in competitive (against self) and cooperative physical activities, in a range of increasingly challenging situations

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with control means that there is minimal wobble so they need to keep they head up and still</li> <li>• To balance with a support foot still means that they need to keep their tummy tight and back straight.</li> <li>• To hold a balance they need to focus their eyes on a fixed point to help balance.</li> <li>• To balance on apparatus they need to keep at least one body part in contact with the apparatus at one time.</li> <li>• To use small bases for support like knees, hands, elbows and feet are called points.</li> <li>• To use large bases for support like bottom, stomach, side and legs are called patches.</li> <li>• A passes is a position where one leg is turn outward with the thigh at horizontal, knee bent and toes touching the inner knee of the other leg</li> <li>• An arabesque is a body position in which a dancer stands on one leg—the supporting leg—with the other leg—the working leg—turned out and extended behind the body, with both legs held straight.</li> <li>• An attitude is when the leg being raised up toward the mid-line of the body with the knee bent</li> <li>• A penche means to bend forward. In an arabesque penché, is when they balance on one leg on pointe, while the other leg is lifted behind the body to full height and the torso is bent towards the floor.</li> </ul> <p><u>Travel</u></p> <ul style="list-style-type: none"> <li>• To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension.</li> <li>• To perform accurate movement patterns means to change the speeds, absorb any impact with the knees to allow for the movements to be fluent.</li> <li>• Side stepping is when we move sideways</li> <li>• Skipping is when they jump forward lightly by sliding and hopping on one foot and then the other.</li> <li>• A cat leap is a leap where they take off from one foot, raising one knee and then the other.</li> <li>• A hopscotch is when they jump on two feet then hop on one foot and repeat.</li> <li>• A cross step is a step in which one foot is crossed over another.</li> <li>• To move with light and quiet steps means that they step onto the balls of their feet first</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To balance with control</li> <li>• To hold a balance for at least 3 seconds.</li> <li>• To balance on different apparatus.</li> <li>• To use points and patches to support a balance.</li> </ul> <ul style="list-style-type: none"> <li>• To move with good posture</li> <li>• To move with light, quiet steps</li> <li>• To perform accurate movement patterns.</li> <li>• To perform movements on different apparatus</li> </ul>

<b>Vocabulary</b>	<p><b>Absorb impact:</b> To reduce the force or shock of something hitting or landing on their body.</p> <p><b>Alternately:</b> Doing something by switching back and forth between two things, like left and right.</p> <p><b>Apparatus:</b> Equipment or tools used for doing activities or exercises, like bars or mats.</p> <p><b>Bases of support:</b> The parts of their body that touch the ground to help they stand or move, like their feet or hands.</p> <p><b>Combine:</b> To put things together or mix them to make something new.</p> <p><b>Concentrate:</b> To pay close attention and focus on something they're doing or learning.</p> <p><b>Contact:</b> When two things touch or meet each other.</p> <p><b>Control focus:</b> To direct their attention and manage what they're doing.</p> <p><b>Core muscles:</b> The muscles in the centre of their body that help they move and keep their balance.</p> <p><b>Encourage:</b> To say or do things that make someone feel good and want to keep trying.</p> <p><b>Fixed point:</b> A spot or place that doesn't move and can be used as a reference.</p> <p><b>Fluent:</b> Doing something smoothly and easily, like moving or speaking.</p> <p><b>Maintained:</b> To keep something the same or at the same level.</p> <p><b>Partial contact:</b> When only part of their body is touching something.</p> <p><b>Patches:</b> Small pieces of cloth or material used to decorate or cover something.</p> <p><b>Points:</b> Points are something they get when they do well in a game or activity.</p> <p><b>Praise:</b> To say nice things to someone about what they did well.</p>
<b>Enrichment &amp; wider development</b>	



**Year 2 - Spring 1: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to understand performance.

**Curriculum Links:**

- Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others.
- Engage in competitive and cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Cognitive Cog</li> <li>• Dynamic Balance: On a line</li> <li>• Static Balance: Stance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Instructions are when someone is telling them to do something in a particular way or order.</li> <li>• Movement means to move parts of the body</li> <li>• Rules are a set of instructions that must be followed.</li> <li>• To explain why someone is working or performing well they look at different parts of the body.</li> <li>• A similarity is something that is the same as their movement.</li> <li>• A difference is something that is different from their movement.</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To move smoothly with minimal wobble they use their arms in the opposite action to their legs and use their arms for balance.</li> <li>• To maintain a balance on the line their head needs to be up.</li> <li>• To coordinate means that they move with the opposite arm and leg moving forwards.</li> <li>• To move fluidly and with minimum wobble means that their head is still and looking forward.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To balance both feet need to face forwards their feet must be shoulder width apart and the knees are bent.</li> <li>• To balance with their feet still, the weight must be through the balls of the feet.</li> <li>• A good stance means the position that they are standing</li> <li>• The balls of their feet are on the bottom of their foot where the toes attach to the foot.</li> <li>• To balance with control, the back must be straight and the head up.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To follow instructions.</li> <li>• To use positive words or gestures to keep others going.</li> <li>• To start with simple movements and begin to add more difficult ones.</li> <li>• To look at different parts of the body to help recognise similarities and differences.</li> <li>• To try and be specific about what others are doing well.</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To use their arms to move and balance when on a line.</li> <li>• To keep their back straight, head still and look forward when balancing on a line.</li> <li>• To coordinate moving the opposite arm and leg they need to move off the balls of their feet.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To keep their feet shoulder width apart and the knees bent to keep a balanced stance when balancing on a line.</li> <li>• To keep their back straight and head up to keep a balance.</li> <li>• To keep the weight on the balls of their feet to have a balanced stance</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>90 degrees:</b> Turning or moving something so it makes a right angle, like an L shape.  <b>Apart:</b> Being separated or not close together.  <b>Lifting:</b> To pick something up and move it higher off the ground.  <b>Low beam:</b> A narrow beam or bar close to the ground, often used for balancing or jumping over.  <b>Order:</b> Arranging things in a sequence or putting things in a specific way.  <b>Recognise:</b> To remember or know something or someone because they've seen or heard them before</p>	
<p><b>Enrichment &amp; wider development</b></p>		





Year 2 - Spring 1: Real Dance

**Milestone LO**

- **LO:** I am learning to understand performance.

**Curriculum links:**

- Master basic movements and apply these in a range of activities.
- Engage in cooperative physical activities. Perform dances using simple movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes.</li> <li>• To perform shapes with different leg positions means that they need to focus on their core strength.</li> <li>• Different leg positions means the direction and shape that their leg is in.</li> <li>• To perform a variety of smooth, fluent movements when moving between shapes means that they find the simplest way to from turning to jumping to the floor.</li> </ul> <p><u>Partnering shapes</u></p> <ul style="list-style-type: none"> <li>• To make standing and floor shapes with partners means that they need to move together.</li> <li>• To perform with balance and control when hoping and moving between shapes means that they position their body so it covers as much space as possible with the arms to help with balance.</li> </ul> <p><u>Circles</u></p> <ul style="list-style-type: none"> <li>• To jump and turn with control means that they need to squeeze the muscles to keep the body in shape and then land through the balls of their feet to absorb the impact.</li> <li>• A jump means Moving from both feet to both feet</li> <li>• A turn means a rotation on the body's axis supported by one or both feet.</li> <li>• To make large circles with the arms means that they are stretched out as far as possible when making a circular shape.</li> <li>• To make circle moves that moves the body means that the arms are moved in large circles and the body is relaxed as it moves and step where the circle takes the body.</li> <li>• To perform exact, repeatable movements means that the movement is precise and are done again.</li> </ul> <p><u>Partnering circles</u></p> <ul style="list-style-type: none"> <li>• To make a circular move they need to think about the starting position and how to begin it before creating the circle.</li> <li>• To keep the body in shape means that they squeeze the muscles to create body tension.</li> </ul> <p><u>Artistry abstraction</u></p>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing.</li> <li>• To perform a range of balance positions on the floor with different leg positions.</li> </ul> <ul style="list-style-type: none"> <li>• To perform different standing and floor shapes with a partner.</li> <li>• To perform a variety of smooth, fluent movements when moving between shapes.</li> </ul> <ul style="list-style-type: none"> <li>• To perform a range of movements that are led by circles with a partner.</li> <li>• To demonstrate strong start and finish positions.</li> <li>• To perform a sequence of movements containing circles, shapes and partnering.</li> </ul>



	<ul style="list-style-type: none"> <li>• To demonstrate moving like silk means that they need to look at how the silk moves in the air and try and move at the same time.</li> <li>• To move smoothly and fluently when transitioning between moves means that it flows from one move to the next.</li> </ul> <p><u>Artistry</u></p> <ul style="list-style-type: none"> <li>• To have a strong starting and finishing position means that they use their core strength to find strong, still shapes.</li> <li>• To stay in balance, especially in turns, means that they need to use core strength and control the speed of the move.</li> <li>• To create a sequence of movements means that they need to know the elements that need to be included.</li> <li>• To put moves together, remember and perform means that they need to explore different timings for activities and practise the order of them.</li> </ul>	<ul style="list-style-type: none"> <li>• To use silk within a range of movements.</li> <li>• To transition smoothly and fluently between moves.</li> </ul>
<b>Vocabulary</b>	<p><b>Absorb impact:</b> To reduce the force or shock when they land or something hits them.  <b>Abstract:</b> Something that is not easy to see or touch because it's a big idea or concept.  <b>Balance:</b> To stay steady and not fall while standing, walking, or doing exercises.  <b>Balls of feet:</b> The front part of their feet, important for balance and jumping.  <b>Communicate:</b> To share thoughts, ideas, or feelings with others using words or gestures.  <b>Contact:</b> When two things touch or meet each other.  <b>Control:</b> To manage their body or actions to do something correctly.  <b>Core strength:</b> The power and ability of the muscles in the centre of their body.  <b>Creative:</b> To think of new ideas or ways to do things, like making up dances or games.  <b>Diverse:</b> Many different kinds of things or people.  <b>Jumping:</b> To push off the ground with their legs and leave the ground before landing again.  <b>Linking:</b> To connect or join different movements or actions together smoothly.  <b>Muscles:</b> Parts of their body that help they move, like their arms and legs.  <b>Partnering:</b> Working together with someone, like in dancing or playing a game together.  <b>Sequence:</b> To put things in the right order or do things one after the other.  <b>Tight:</b> When something is stretched or held firmly, like holding onto a bar tightly.  <b>Transitioning:</b> To move smoothly from one movement or activity to another.  <b>Travelling:</b> To move from one place to another, like running or walking.</p>	
<b>Enrichment &amp; wider development</b>		



Year 2 - Spring 2: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to explore and describe.

**Curriculum Links:**

- Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Creative Cog</li> <li>• Coordination: Ball skills</li> <li>• Counter Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To explore and describe different movements means that they think about ways that they can connect movements.</li> <li>• To connect movements smoothly and with control means that each movement flows into the next.</li> <li>• To compare their movements and skills with others means to think about the different parts of the body and how they move.</li> <li>• To select and link movements together to fit them means to try different movements and think about how they are using their body and equipment.</li> <li>• Compare means to find movements that are the same and different.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To maintain control of the ball means that it is always near their body to control.</li> <li>• To move a ball in different directions means that they use their fingertips at different times to move it.</li> <li>• To move the ball smoothly and fluently means that it doesn't stop and stays a similar speed</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To maintain balance throughout means that their body has minimal wobble</li> <li>• To move smoothly and with control they need to keep their back straight and head up.</li> <li>• To coordinate movements with a partner they will need to communicate.</li> <li>• Coordinate means to make sure that the movements happen at the correct time.</li> <li>• The forearm is between the elbow and the wrist.</li> <li>• Long base with where the legs create a long base with one foot forward and the other one behind in a controlled stance,</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To start with simple movements and begin to add more difficult ones.</li> <li>• To think about what their body is doing when they describe movements.</li> <li>• To link movements smoothly and with control</li> <li>• To connect movements smoothly and with control.</li> <li>• To use their body and equipment for different movements.</li> <li>• To think about different parts of the body and how they move when comparing movements and skills.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To maintain a good balance throughout when sitting down and rolling a ball around the floor and body.</li> <li>• To move the ball with their fingertips.</li> <li>• To perform movements smoothly and then gradually increase their speed when sitting down and rolling a ball around the floor and body.</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To keep their tummy tight and the body straight throughout when leaning in and apart when sitting.</li> <li>• To keep their back straight and head up when leaning in and apart when sitting.</li> <li>• To hold with straight arms when leaning back</li> <li>• To hold onto a partner's forearms and communicate with them</li> <li>• To perform a balance using a long base by leaning back and moving back in.</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Compare:</b> To see how things are similar or different.  <b>Gradually:</b> To do something slowly, a little bit at a time.  <b>Increase:</b> To make something bigger or more, like adding more weight or running faster.  <b>Link:</b> To connect or join things together.  <b>Long base:</b> A wide and stable stance or position where their feet are apart for balance.  <b>Partner:</b> Someone they work with or play games with, like in dancing or sports.</p>	
<p><b>Enrichment &amp; wider development</b></p>		



## Year 2 - Spring 2: Netball


### Milestone LO

- To be able to control a ball whilst moving
- To be able to throw and catch a ball with control at different speeds.
- To be able to play in a game.

### **Curriculum links:**

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Netball game</u></p> <ul style="list-style-type: none"> <li>• Netball is fast-paced and requires fitness, speed and accuracy.</li> <li>• Most junior games have 5 players per team, but senior teams have 7 players.</li> <li>• Points are scored by shooting the ball into the opposite team's net.</li> <li>• Players must not travel with the ball and must stay in particular areas of the court, therefore teamwork is important.</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• Control the ball means that they look after the ball and keep it close so that they have control of it.</li> <li>• To be ready to catch a ball means that their fingers are spread wide open to grip the ball and their hands are out in front of the body.</li> <li>• To watch the ball means that they keep their eyes on the ball all the way into the hands.</li> <li>• To bounce the ball means that they push the ball gently towards the floor.</li> <li>• To catch the ball after a bounce means that they keep their eyes on the ball and have their hands ready to catch it as it bounces up.</li> <li>• A bounce pass is used to pass a short distance.</li> <li>• A bounce pass is thrown to the floor so that it bounces to the intended receiver.</li> <li>• To move into position means that they get in line with the ball to stop it.</li> <li>• Aiming means throwing the ball in the correct direction towards a target.</li> <li>• In Netball the ability to control, catch and keep the ball under control will greatly affect the success they have in many other aspects of the game</li> <li>• To aim in netball means that it is used to pass and shoot the ball.</li> <li>• To be accurate means how close the ball can get towards the intended target,</li> <li>• To make a successful pass means that they need to think about the speed and the direction of the pass.</li> <li>• A chest pass is the most common pass used in netball that can allow the team to move up a court quickly.</li> <li>• A chest pass is a fast and flat pass and means to transfer the ball from their chest to the chest height of another player.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To pass and receive the ball with control.</li> <li>• To select passes that keep possession.</li> <li>• To take up space/positions that make it difficult for opponents.</li> <li>• To move to support teammates once they have passed the ball and explain how to keep possession.</li> </ul>

	<ul style="list-style-type: none"> <li>• To execute a successful chest pass they need to hold the ball by spreading the fingers around the ball making a W shape with the thumbs. At chest height with their elbows out and push the ball away from the body at chest height by extending the arms forwards and flicking the wrists.</li> <li>• To follow through with a ball means that the arms, wrists, hands and fingers go in the direction of the throw.</li> </ul> <p><i>Playing safely</i></p> <ul style="list-style-type: none"> <li>• To move to a free space means that they look at where there are no other players.</li> <li>• <i>To move around safely means that they have their head up and are looking forwards to see where they are going by avoiding other players.</i></li> </ul>	
<b>Vocabulary</b>	<p><b>Accuracy:</b> Doing something exactly right, like throwing a ball through a hoop.  <b>Aim:</b> To point or direct towards a target, like aiming a ball at a goal.  <b>Bounce Pass:</b> Passing a ball to a teammate by bouncing it on the ground to reach them.  <b>Breathing:</b> Taking air into and out of their body, which is important for sports and staying healthy.  <b>Chest Pass:</b> Passing a ball to a teammate by pushing it directly from their chest towards them.  <b>Control:</b> To manage or handle something well, like controlling a ball with their hands or feet.  <b>Direction:</b> The way something moves or points, like which way they throw a ball.  <b>Explore:</b> To try new things or go to new places to learn and see what they're like.  <b>Pass:</b> To give a ball to a teammate in a game or sport.  <b>Passing:</b> The act of giving a ball to another player on their team during a game.  <b>Power:</b> Using a lot of strength or force to do something, like kicking a ball hard.  <b>Score:</b> To earn points in a game or sport by getting a goal or touching a target area.  <b>Shoot:</b> To kick, throw, or hit a ball towards a goal or target in a game.  <b>Speed:</b> How fast something moves, like how quickly they run or throw a ball.  <b>Teamwork:</b> Working together with other players to achieve a goal or win a game.  <b>Technique:</b> The way they do something, like how they throw a ball or kick.</p>	
<b>Enrichment &amp; wider development</b>		



**Year 2 - Summer 1: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to sequence movements and skills.

**Curriculum Links:**

- Master basic movements including running, jumping, throwing and catching, as well as extending balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Physical Cog</li> <li>• Coordination: Sending and Receiving</li> <li>• Agility: Reaction/ Response</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To perform a single skill or movement with some control means that they need to look at good body control and movements.</li> <li>• Receiving means when they get.</li> <li>• To lean means to bend.</li> <li>• Dominate means the preferred hand or leg to perform a task</li> <li>• Strike means to hit.</li> <li>• To perform a range of skills with some control and consistency means that I have to think about the footwork and keep the eyes focused on the ball.</li> <li>• Footwork is the way in which they move their feet</li> <li>• To keep their eyes focused on the ball means that they look at where it as and follow its movement.</li> <li>• To perform a sequence of movements they will need to change in level, direction and speed.</li> <li>• Change in level means how high or low parts of their body will be.</li> <li>• To change direction and speed they will need to think about their footwork and position of the body.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed</li> <li>• Accuracy means going in the correct place.</li> <li>• A backswing is the movement of a bat, racket or arm in a smooth backward movement.</li> <li>• To get in a good position to receive the ball means to move to where the ball is travelling</li> <li>• To collect a ball safely means to receive the ball with 'soft hands'.</li> <li>• Soft hands means that the hands are in a relaxed position ready to close the grip on the ball on contact making sure that the hands are the same shape as the ball.</li> </ul> <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> <li>• To react and move quickly they need to push off hard with their feet.</li> <li>• To catch a ball consistently means that they catch it all the time.</li> <li>• To catch a ball they need to keep their head steady and watch the ball.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To start with simple movements and begin to add more difficult ones.</li> <li>• To keep their eyes focused on a ball to keep good control.</li> <li>• To use footwork to move in line with the ball when receiving.</li> <li>• To lean forward to help move quickly.</li> <li>• To perform a sequence of movements to achieve the desired result.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To keep their eyes focused on the ball rolling a ball against a surface or with a partner.</li> <li>• To use a backswing and follow through when sending a ball.</li> <li>• To get in a good position and move their feet to get in line with the ball when receiving.</li> <li>• To have soft hands when catching to collect a ball safely.</li> </ul> <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> <li>• To catch a ball dropped from a height.</li> <li>• To push off hard with their feet.</li> <li>• To keep their head steady and watch the ball.</li> <li>• To move their feet to get a ball.</li> <li>• To take up a ready position with their knees bent and feet apart.</li> </ul>

	<ul style="list-style-type: none"> <li>• To move their feet to get a ball instead of stretching will mean that they have more control.</li> <li>• Shoulder height is the height from their shoulder to the floor.</li> <li>• A ready position is when their knees are bent and their feet are apart – front to back.</li> <li>• To be in a ready position means that they can react and move quickly.</li> <li>• To slow down with control after catching means that they move their feet to get the ball and bend their knees.</li> </ul>	<ul style="list-style-type: none"> <li>• To start quickly and accelerate by pushing off hard with their feet.</li> <li>• To use their knees to help them slow down.</li> </ul>
<b>Vocabulary</b>	<p><b>Bounce:</b> To move up and down, like when a ball hits the ground and comes back up.  <b>Catch:</b> To grab or get hold of something that's thrown or moving towards them.  <b>Direction:</b> The path or way something moves or faces, like which way a ball is thrown.  <b>Level:</b> How high or low something is, like the level of a game or where they are in a race.  <b>Pushing:</b> To use force to move something away from them, like pushing a ball with their hand.  <b>Rally:</b> When players keep hitting a ball back and forth in a game, like in tennis or volleyball.  <b>Speed:</b> How fast something moves, like how quickly they run or throw a ball.  <b>Strike:</b> To hit something, like striking a ball with a bat or their foot.</p>	
<b>Enrichment &amp; wider development</b>		



**Year 2 - Summer 1: Athletics**

**Milestone LO**

- To run with control and the correct technique.
- To use the correct technique when jumping.
- To be able to use a pull throw.

**Curriculum links:**

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Athletics is a collection of sports that includes running, jumping and throwing.</li> <li>• Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races.</li> <li>• Field events involve either jumping or throwing.</li> </ul> <p><u>Running</u></p> <ul style="list-style-type: none"> <li>• When running athletes must stay in their lanes.</li> <li>• The correct running technique is to have their head up, good posture, move the arms in a 'hip to lip' motion, and pick the knees up and on the balls of the fit.</li> <li>• Running tends to travel on foot at a past pace.</li> <li>• When running, they need to remember to keep head up and watch where they are going.</li> <li>• A relay is a race in which each team member completes part of the course and is then followed by another who does the same.</li> <li>• A sprint means to run or go at top speed especially for a short distance using short bursts of energy.</li> <li>• A long distance run means to run over a long distance and needs steady prolonged periods of energy.</li> <li>• To be successful in long distance running they need to allow for deep breaths, use hips to lips motion, take long strides and use a heel to toe movement.</li> <li>• To take deep breaths means that they been to back their back straight to be able to expand their lungs to gain more oxygen.</li> <li>• Even pace means to run at the same speed to not tire out quickly.</li> <li>•</li> </ul> <p><u>Throwing</u></p> <ul style="list-style-type: none"> <li>• When throwing, they must check that the area behind and in front of them is clear and that it is safe to throw.</li> <li>• An underarm throw means throwing a ball, in which they do not <b>raise</b> their arm above their shoulder.</li> <li>• An underarm throw is used over short distances.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>• To develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</li> <li>• To begin to show control, coordination, and consistency when running at speed.</li> <li>• To develop a range of jumping techniques.</li> <li>• To develop the underarm and pull throw technique.</li> </ul>



	<ul style="list-style-type: none"> <li>• To be successful in an underarm throw means that they face their target, step with the opposite foot to the throwing arm swing using a straight arm behind the body and swing forward and throw by releasing the ball.</li> <li>• To point in an underarm throw means that the throwing arm follows through in a straight line.</li> <li>• A pull throw means that the arm is pulled through with the elbow leading the palm and throwing implement.</li> <li>• To have the correct pull throw technique means that they keep the opposite foot to the throwing arm forward, hold the object high, behind and above the head with the palm facing up, lean back slightly and pull the arm through, elbow first and the hand follows through as the body moves forwards on release.</li> </ul> <p><u>Jumping</u></p> <ul style="list-style-type: none"> <li>• To jump high means they need to bend their knees slightly, use arms to gain momentum and drive up through the legs.</li> <li>• Momentum means the <u>power</u> when moving.</li> <li>• To use the arms to drive upwards when they jumps means that they gain momentum.</li> <li>• A long jump means to <u>attempt</u> to leap as far as possible from a <u>take-off</u> point.</li> <li>• The correct technique for a successful long jumps is to keep they head and back straight, bend the knees of take-off and swing the arms then push throw the floor and drive up and land on both feet.</li> <li>• To land safely means to cushion the landing with bent knees, use arms to balance and land on the balls of the feet.</li> </ul>	
<b>Vocabulary</b>	<p><b>Arm:</b> The part of their body that helps they reach, hold, and throw things.  <b>Balance:</b> To stay steady and not fall while standing, walking, or doing exercises.  <b>Challenge:</b> Something that is hard to do but they try their best to accomplish it.  <b>Coordination:</b> Using different parts of their body together smoothly to do something, like catching a ball or riding a bike.  <b>Improve:</b> To get better at something by practicing or trying harder.  <b>Landing:</b> Coming down to the ground after jumping or moving in the air.  <b>Movement:</b> How they change their position or go from one place to another, like running or jumping.  <b>Relay:</b> A race where teammates take turns running a part of the race and pass a baton to the next runner.  <b>Running:</b> Moving fast on their feet, like when they race or play games.  <b>Speed:</b> How fast they can move or run.  <b>Target:</b> A place they aim for or try to hit, like in a game or sport.  <b>Teamwork:</b> Working together with other people to achieve a goal or win a game.</p>	
<b>Enrichment &amp; wider development</b>		



**Year 2 - Summer 2: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning how to practise safely.

**Curriculum Links:**

- Extend balance, agility and coordination, and begin to apply these in a range of activities, individually and with others. Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Health and Fitness Cog</li> <li>• Static Balance: Floor Work</li> <li>• Agility: Ball Chasing</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Exercise is important for good health</li> <li>• Exercise strengthens our heart, lungs, bones and muscles.</li> <li>• During and after exercise there are changes to our body that involve our heart, lungs (breathing), body temperature (sweating) and muscle (tiredness).</li> <li>• When we exercise our heart rate and breathing will get faster, our body will start to sweat and our muscles will get tired</li> <li>• Exercise helps them to develop stronger bones and muscles.</li> <li>• Exercise can have a positive effect on our mood and how we feel</li> <li>• Physical activity can boost our self-esteem, sleep quality and energy.</li> <li>• Self- esteem is how we value and see ourselves</li> <li>• Exercise can prevent stress, depression and other common diseases.</li> <li>• Stress is a feeling they get when they feel under pressure</li> <li>• Depression is when they are in a sad mood for weeks, months or longer.</li> <li>• To say how their body feels before, during and after exercise means to describe the changes in their body.</li> <li>• To describe the changes in their body they need to think about how their breathing feels, how their muscles feel and their body temperature.</li> <li>• To know that their heart rate will increase as they work harder which means that it beats faster.</li> <li>• To that they breathing rate will increase the harder they exercise which means that the breathing will get faster.</li> <li>• When they exercise their body will sweat as their body temperature increases.</li> <li>• To use move and land safely means to have a good technique and posture.</li> <li>• Posture means the position that their body is in at rest or during movement.</li> <li>• Moving and using their body correctly will help prevent injury.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To balance and hold a specific position they need to think about the position of their hands, knees, back straight and tummy tight.</li> <li>• A full front support position is a support position where the shoulders are over the hands and the arms are extended, the back and hips are flat to create a slope (like a press up position)</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To exercise to strengthen our heart, lungs, bones and muscles.</li> <li>• To take part in physical activity / exercise to improve their mood, energy levels.</li> <li>• Changes in their body will happen during and after exercise.</li> <li>• Changes to the body during and after exercise will increase increased body temperature, heart rate and breathing rate.</li> <li>• Fundamental Movement Skills help they to move and land safely</li> <li>• To develop good technique, posture and use of equipment can help they to stay healthy</li> <li>• To move and use the body correctly to prevent injury.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To keep their hands in line with their shoulders to maintain a balance.</li> <li>• To be able to hold a mini-back support position and place and take off objects from their back.</li> <li>• To keep their legs straight and stretched out when changing balance or position.</li> <li>• To balance and hold a position that involves keeping a straight, flat back.</li> </ul>

	<p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To start and stop quickly means that they do it straight away.</li> <li>• To start and stop quickly they need to have a good ready position and push off hard using their feet.</li> <li>• To collect a ball in the correct position they need to think about the timing.</li> <li>• To roll a ball at different speeds means how fast or slow the ball goes.</li> <li>• To arrive in the correct position at the correct time they need to keep watching the ball.</li> <li>• To collect a ball with balance and control they need to focus on getting into a balanced position with the weight forward.</li> </ul>	<p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To take up a good ready position and push off hard to start and stop quickly when chasing and collecting a ball.</li> <li>• To roll the ball at different speeds</li> <li>• To keep their head steady and watch the ball.</li> <li>• To start quickly and accelerate by pushing off hard with their feet when chasing a ball.</li> <li>• To watch the ball and concentrate on timing to arrive at the ball at the correct time.</li> <li>• To get into a balanced position with the weight forward when receiving or collecting the ball</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Concentrate:</b> To pay close attention and focus on what they are doing.  <b>Equipment:</b> The things they need to do a sport or activity, like balls, bats, or safety gear.  <b>Safely:</b> Doing something in a way that doesn't cause harm or injury.  <b>Under:</b> Below or beneath something.  <b>Upwards:</b> Going or moving in a direction toward the top or upward.</p>	
<p><b>Enrichment &amp; wider development</b></p>		



## Year 2 - Summer 2: Hockey

### Milestone LO

- To move with control using a hockey stick.
- To pass, receive and dribble a ball using a hockey stick.
- To be able to defend a goal.

### **Curriculum links:**

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Rules are a set of instructions that must be followed.</li> <li>• When we exercise our heart rate and breathing will get faster, our body will start to sweat and our muscles will get tired</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>• An invasion game is when two teams play each other and try to score points in their opponents goal</li> <li>• Hockey is a kind of invasion game that is played by two teams of eleven players</li> <li>• Field hockey is a team sport that is played on grass or artificial turf.</li> <li>• Hockey is a non-contact sport.</li> <li>• Players must use a curved stick to dribble, pass and shoot the ball.</li> <li>• Field hockey requires a combination of skills including speed, agility, hand-eye coordination, and teamwork.</li> <li>• To understand and follow the rules of the game will result in a successful outcome.</li> </ul> <p><u>Hockey stick and ball control</u></p> <ul style="list-style-type: none"> <li>• The hockey stick is always to be kept below waist height otherwise it is a foul.</li> <li>• To dribble with the hockey stick it should be held with the left hand at the top of the handle and the right hand near the middle of the stick.</li> <li>• The stick must be used on the flat side otherwise it is a foul.</li> <li>• Dribbling is the ability to move with the ball under control.</li> <li>• To control the ball they keep it close and try to keep the ball in contact with the stick when dribbling</li> <li>• When dribbling they must hold the stick in 2 hands at all times when dribbling</li> <li>• Passing is the skill of sending the ball to a target, usually a teammate.</li> <li>• Passing is an attacking skill that a team uses to try and progress up the pitch towards an opponent's goal.</li> <li>• Attacking means the physical act of dribbling or passing (push/drive/sweep) the ball in order to create the opportunity to score.</li> <li>• Defending means the physical act getting the ball out of the possession of the opponent or otherwise preventing them from passing, dribbling or scoring.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform a range of skills with control of the ball.</li> <li>• To pass a ball with control and increasing accuracy and consistency.</li> <li>• To develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball.</li> <li>• To choose and use simple tactics to suit different situations in small sided games and react to situations in ways that make it difficult for opponents.</li> </ul>

	<ul style="list-style-type: none"> <li>• A push pass is used to move the ball over a short distance as it gives them the most control over the ball.</li> <li>• A push pass means that their stick will stay in contact with the ball until it is released.</li> </ul>
<b>Vocabulary</b>	<p><b>Attack &amp; defend:</b> When playing a game, sometimes they try to get the ball or object to a goal, and other times they try to stop the other team from getting the ball or object to their goal.</p> <p><b>Direction:</b> The way something moves or points, like which way they throw a ball or move in a game.</p> <p><b>Dribbling:</b> Moving the ball or object while keeping control of it with their feet or stick, like in soccer or hockey.</p> <p><b>Goal:</b> A place they try to get the ball or object in a game to score points.</p> <p><b>Hockey stick:</b> A long stick with a curved end used to hit a ball in the game of hockey.</p> <p><b>Passing:</b> Giving the ball or object to another player on their team in a game.</p> <p><b>Push pass:</b> Passing the ball or object by pushing it to another player with their hands or stick.</p> <p><b>Roll:</b> To move something along the ground by making it turn over and over, like rolling a ball.</p> <p><b>Rules:</b> The instructions or guidelines for how to play a game or activity.</p> <p><b>Score:</b> To earn points in a game or sport by getting the ball or object into a goal or target area.</p> <p><b>Send &amp; receive:</b> To send the ball or object to another player on their team and then get it back from them.</p> <p><b>Shoot:</b> To try to get the ball or object into the goal or target area.</p> <p><b>Space:</b> The area around them where they can move and play during a game.</p> <p><b>Target:</b> A place or object they aim for or try to hit in a game or activity.</p> <p><b>Teamwork:</b> Working together with other players to achieve a goal or win a game.</p>
<b>Enrichment &amp; wider development</b>	

