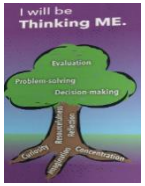
St. Katharine's Primary School PE Progression Pathway Year 2

Focus	Curriculum Content:		
SEASIDE CURRICULUM **Sport and Wellbeing** This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development: **Head Heart Hands** **OUR VALUES** **GRACE** **INTEGRITY** **ASPIRATION** **POWERFUL LEARNING ATTRIBUTES** REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPDENDNECE COLLABORATION DECISION MAKING CREATIVITY	**'My Personal Best' YST resource cards** **Head** Thinking me: Concentration  **Heart** Social me: Empathy **Hands** Healthy me: Honesty **NB – see new PSHE curriculum**	**Trickbox cards** Magic Circle Big No Big Yes 	

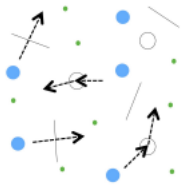
GAMES	Key Outcomes	Skills	Vocabulary
	• Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control • Move competently using range of movements • Make simple decisions within each game • Choose and use simple tactics • To develop placing an object • To use the ready position to defend space on court • To develop returning a ball with hands • To develop returning a ball using a racket • To move an opponent to win a point • To be able to track a rolling ball and collect it • To develop accuracy in underarm throwing and consistency in catching when fielding a ball • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score • To develop striking for distance and accuracy • To develop decision making to get a batter out • To develop decision making when under pressure **Complete PE Curriculum map** **Term 1-3** **Example**	**Head:** • Choose and use tactics to suit different situations • Begin to react to situations in a way that helps their partners and makes it difficult for their opponents • Learning how to score and keep the rules of the games **Heart:** • Understand and describe changes to their heart rate when playing different games • Begin to anticipate what they will feel like after playing games • Copy actions and ideas, and recognise what is successful • Watch and describe performances, and use the information they collect to improve their skills **Hands:** • Demonstrate a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run	Rebound Tracking/following Aiming Speed Direction Passing Controlling Shooting Scoring

Lily Pads and Snakes

Pupils will identify space and jump or hop into it.

Structure

- Layout markers, hoops known as lily pads and ropes known as snakes across the playing area.
- Pupils begin on their own cone and start jumping or hopping around the space.
- When pupils come to a hoop they jump into it, then out again. When they come to a rope they jump over it.

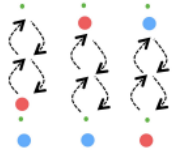


Team jumping competition: Speed

Pupils will jump quickly maintaining the correct technique.

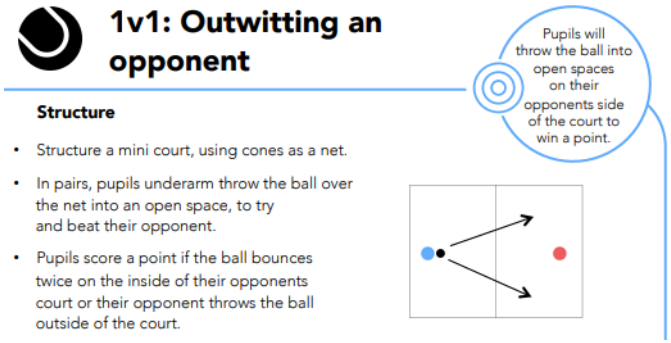
Structure

- Split the class into groups of four. In pairs, pupils compete against another pair.
- Place a cone five steps away from the start.
- Pupils jump, two feet to two feet, one at a time to the cone and back.
- Once partner one returns, partner two goes.
- The first team to complete the race are the winners.



Invasion game:

The aim is to score as many points as possible before the defender touches the ball. Lay out 4–8 cones in a playing area that is between 5m^2 and 10m^2. Play with a team of three attackers against one defender. The three attackers must use throwing and catching skills, and cannot move with the ball. Their aim is to score points by touching the

	cones with the ball as many times as they can. They can touch the cones in any order, but must not touch the same cone twice in a row. **Complete PE Curriculum map** **Term 6** **Example** **Net game:**  To develop racket familiarisation. The aim is to score points by throwing or hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Play the game on a marked court with about 2–3m^2 on each side of a low net. Play the game two against two – each pair should have one player with a racket and one without. Players who do not have a racket 'feed' a ball to their partners, who then try to hit it over the net into their opponents' court. When the ball goes over the net, the player without the racket on the other side tries to intercept or catch the ball before it bounces		

	twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally. **Complete PE Curriculum map** **Term 5** **Example** **Striking and Fielding game:** The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base. Play the game with one batter, one feeder and three fielders. The feeder throws the ball to the batter, who then hits it into an arc with an angle of 60° to 90°. The batter scores by carrying a beanbag to one of four bases placed in a semi-circle, running around these in an anti-clockwise direction. The first base is worth one point, the second two points, and so on. The batter can only run until the fielding team returns the ball to the fielding base. The batter has four consecutive goes and ads up the points from each hit. Everyone takes turn to bat, field and feed.		

2	**Key Outcomes**	**Skills**	**Vocabulary**
GYMNASTICS 2*	The main KS1 National Curriculum aims covered in the Gymnastic units are: • 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. • Travel in a variety of ways • Jump in a variety of ways and land with increasing control and balance • Repeat accurately sequences of gymnastic actions • Perform a range of actions with control and coordination • Devise, repeat and perform a short sequence • Use a range of different apparatus whilst working individually and with a partner • Move with increasing control and care **Complete PE Curriculum map** **Term 2,3,5,6** **Example:**	**Head:** • Recognise contrasting actions and apply these in performance • Recognise and avoid risks when handling and placing apparatus • Describe the effects of exercise and relate it to a change of heart rate **Heart:** • Adapt sequence to include a range of different apparatus whilst working individually and with a partner • Describe their own or their others performance accurately, commenting on what it contains and use this evaluation to improve. **Hands:** • Perform a range of actions with control and coordination • Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end • Use different combinations of floor, mats and apparatus, showing control • Balancing on different point of the body	Hang, swing, sequence, copy, take off, smooth, turn Speed e.g. fast, slow Shape e.g. twisted, curled, wide, narrow Level Direction e.g. backwards, forwards Pathway e.g. zigzag, angular Body parts Prepositions e.g. under, through, towards, in front, behind, over

Exploring zig-zag pathways

Pupils will link movements together as they create a zig-zag pathway.

Structure

- Pupils move around the space exploring moving in different zig-zag pathways.
- How many different ways can pupils move along a zig-zag pathway?
- Can pupils combine two different ways of moving along a zig-zag pathway?
- Do pupils movements flow?

Creating a zig-zag mini sequence

Pupils will link movements and balances together to create a mini sequence.

Structure

- Set the apparatus up in different zones.
- Pupils can select where to work on the apparatus.
- Pupils select their own start and finish point.
- Ask pupils to move along a zig-zag pathway, finishing in a balance.
- Make sure that the movements pupils choose link together and incorporate 'flow.'

Create and perform a simple sequence, on the floor and using mats, of up to four elements, *eg balance, roll, jump, body shape.* Make sure you have a clear starting position and that you move smoothly between shapes and actions.

Transfer your sequence to a combination of floor, mats and apparatus, *eg move from the floor to finish on apparatus, or move from apparatus to finish on the floor.*

	Work with a partner to combine your sequence and your partner's sequence. Perform the new sequence as a pair.		