

PE Unit of Work


Year 2

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Netball	<ul style="list-style-type: none"> • Begin to use the terms attacking and defending • Use simple defensive skills such as marking a player. • Throw using a chest pass • Catch and bounce a ball. • Practise accurate throwing and consistent catching. 	<ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending • Use techniques to attack or defend to play a game successfully. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. 	<ul style="list-style-type: none"> • Netball has the same rules as basketball • There is only one type of pass in netball • Girls are better than boys at netball
National Curriculum Subject Content:	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • master basic movements running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to begin to use the terms attacking and defending • Know how to use simple defensive skills such as marking a player. • Know how to catch and bounce a ball. • Know how to practise accurate throwing and consistent catching. 		<ul style="list-style-type: none"> • Encouragement • Attack • Defence • Chest pass
		Sports Knowledge	
Procedural Knowledge:	<ul style="list-style-type: none"> • Throw a ball in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. Vary types of throw used. • Use at least one technique to attack or defend to play a game successfully. • Compete against self and others. 		<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy.
Assessment Outcomes	<ul style="list-style-type: none"> • I can use throwing techniques in a game. • I can decide the best space to be in during a game. • I can use tactics in a game. • I can follow rules. 		
Significant people/places	<ul style="list-style-type: none"> • Nellie's Netball Warrington 		

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Tennis	<ul style="list-style-type: none"> Show good control and co-ordination in large and small movements. Handle equipment effectively. 	<ul style="list-style-type: none"> Demonstrate successful hitting skills in a game. Develop a range of skills for sending and receiving equipment. Practise the correct hitting technique. Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> Tennis is only played on grass You can't play tennis with your left hand Tennis is only a 1 V 1 sport.
National Curriculum Subject Content:	<ul style="list-style-type: none"> master basic movements such as running, as well as developing agility and co-ordination, and begin to apply these in a range of activities. play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Practise basic underarm and overarm techniques. Practise accurate sending and receiving skills. 		<ul style="list-style-type: none"> Net Grip Strike Court
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic underarm and overarm techniques. Practise accurate sending and receiving skills. 		<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Assessment Outcomes	<ul style="list-style-type: none"> I can use hitting or striking in a game I decide the best space to be in during a game. 		
Significant people/places	<ul style="list-style-type: none"> Emma Radacanu 		


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Gymnastics 	<ul style="list-style-type: none"> Balancing on 1/2/3 and 4 limbs. Jump off objects and land. Travel under, over and through equipment. 	<ul style="list-style-type: none"> Travel in different ways. Hold still shapes and balances. Create a sequence of simple movements. 	<ul style="list-style-type: none"> A sequence is X amount of movements. The only way to travel is walking/running. Gymnastics is only for girls.
National Curriculum Subject Content:	<ul style="list-style-type: none"> 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 perform using simple movement patterns. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Know and remember actions and movements to create own sequence. Know a variety of ways to travel. Know a variety of shapes and balances and hold these. Know a variety of jumps and how to land in a controlled way. Know how to climb onto and jump off equipment safely. Know how to move with increasing control and care. 		Shape, jump, travel, stretch, wide, narrow.
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Remember actions and movements in a sequence. Travel in a variety of ways. Know and use a range of shapes and balances. Jump of equipment safely. Move with increasing control and care. 		<ul style="list-style-type: none"> Describe how the body feels before and after exercise. Carry and place equipment safely.
Assessment Outcomes	<p align="center">Procedural</p> <ul style="list-style-type: none"> Develop balance and co-ordination including balancing on 1/ 2/ 3 and 4 limbs. Create a sequence of movements that including a balance, shape and different ways to travel. Perform a sequence for peers. 		
Significant people/places	Louis Smith- a retired British artistic gymnast. He received a bronze medal and two silver medals on the pommel horse at the 2008 Beijing Olympics, 2012 London Olympics and the 2016 Rio Olympics respectively, with the former marking the first time a British gymnast had placed in an Olympic event since 1928.		

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Hockey 	<ul style="list-style-type: none"> • Show control over hitting a ball. • Control a ball with the bat that has been passed to you. 	<ul style="list-style-type: none"> • Practise accurate striking and receiving. • Begin to attack and defend. 	<ul style="list-style-type: none"> • You can only hit the ball with the inside of the stick. • You can shoot inside the circle.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • 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 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to hit a ball using the hockey stick over distance. • Know how to use hand eye co-ordination to control a ball. • Know how to and use at least one technique to attack in a game. 		Catch, team, passing, shooting, controlling, attack, defend
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Practise accurate passing and receiving over distance. • Begin to use the terms attacking and defending and use one technique to attack. 		<ul style="list-style-type: none"> • Describe how the body feels before and after exercise. • Carry and place equipment safely.
Assessment Outcomes	<p align="center">Procedural</p> <ul style="list-style-type: none"> • Master basic movements whilst moving with a ball and hockey stick. <ul style="list-style-type: none"> • Develop striking and receiving a ball over a distance. • Participate in a hockey game where you use a technique to attack. 		
Significant people/places	Nick Park- Nick was part of the Sultan of Johor Cup triumphs in 2018 and 2019 with GB U21s. He would have been part of England's medal-winning Commonwealth Games squad in 2022 but sadly missed out with a late injury.		

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Basketball	<ul style="list-style-type: none"> Begin to use the terms attacking and defending Use simple defensive skills such as marking a player. Throw using a chest pass Catch and bounce a ball. Practise accurate throwing and consistent catching. 	<ul style="list-style-type: none"> Begin to use and understand the terms attacking and defending Use techniques to attack or defend to play a game successfully. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. 	<ul style="list-style-type: none"> Basketball has the same rules as netball There is only one type of pass in basketball
National Curriculum Subject Content:	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending master basic movements running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Know how to begin to use the terms attacking and defending Know how to use simple defensive skills such as marking a player. Know how to catch and bounce a ball. Know how to practise accurate throwing and consistent catching. 		<ul style="list-style-type: none"> Encouragement Attack Defence Catching Team Passing Shooting Controlling <ul style="list-style-type: none"> Chest pass
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Throw a ball in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Use at least one technique to attack or defend to play a game successfully. Compete against self and others. 		<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Assessment Outcomes	<ul style="list-style-type: none"> I can use throwing techniques in a game. I can decide the best space to be in during a game. I can use tactics in a game. I can follow rules. 		
Significant people/places	<ul style="list-style-type: none"> Sankey Wildcats Junior Basketball 		

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Dance	<ul style="list-style-type: none"> Make lines and circles using gross motor movements. Experiment with different ways of moving. 	<ul style="list-style-type: none"> Copy and repeat actions. Create a sequence of actions. Begin to create a simple dance. 	<ul style="list-style-type: none"> Dancing is only for girls. There is only one type of dance.
National Curriculum Subject Content:	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Know that multiple sequences create a dance. Know how to move in time with music. 		<ul style="list-style-type: none"> Travel Stillness Direction Space Levels Speed
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> I can copy and repeat actions. I can create a short motif inspired by a stimulus. I can use different transitions within a dance motif. I can move in time with the music. I can improve timing with actions. 		<ul style="list-style-type: none"> Describe how the body feels before and after exercise. Carry and place equipment safely.
Assessment Outcomes	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Significant people/places	<ul style="list-style-type: none"> Tayleur Amos 		

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Football	<ul style="list-style-type: none"> Begin to use the terms attacking and defending Use simple defensive skills such as marking a player. 	<ul style="list-style-type: none"> Use simple attacking and defending skills in a game. Use intercepting skills to stop a ball from travelling past them. Apply and follow rules. 	<ul style="list-style-type: none"> Only boys can play football Attacking is more important than defending
National Curriculum Subject Content:	<ul style="list-style-type: none"> Master basic movements including running, jumping throwing and catching as well as developing balance and co-ordination Participate in team games, developing simple tactics for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Begin to use the terms attacking and defending Use simple defensive skills such as marking a player. 		<ul style="list-style-type: none"> Encouragement Attack Defence
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Begin to use and understand the terms attacking and defending Use at least one technique to attack or defend to play a game successfully. Compete against self and others. 		<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Assessment Outcomes	<ul style="list-style-type: none"> I can use hitting, kicking and/or rolling in a game. I decide the best space to be in during a game. I use tactics in a game. I follow rules. 		
Significant people/places	<ul style="list-style-type: none"> Trent Alexander Arnold 		

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Rounders	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. 	<ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate Practise the correct batting technique and use it in a game. Strike the ball for distance. 	<ul style="list-style-type: none"> Rounders is the same as baseball Hitting the ball is more important than catching the ball
National Curriculum Subject Content:	<ul style="list-style-type: none"> Master basic movements including running, throwing and catching as well as developing co-ordination Participate in team games, developing simple tactics for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. 		<ul style="list-style-type: none"> Striking Bowler Batter Bases
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. 		<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Assessment Outcomes	<ul style="list-style-type: none"> I can use hitting, kicking and/or rolling in a game. I decide the best space to be in during a game. 		
Significant people/places	<ul style="list-style-type: none"> Halton Baseball and Softball Club (Runcorn) 		