



INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum.</p> <p>Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to develop fundamental skills and build on these through practice.</p> <p>Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils.</p> <p>The skills learnt in KS1 will progress in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p>

Year 2 Learning Goals

Running, jumping, throwing and catching.	Agility, balance and co-ordination	Team games	Dance and movement	Evaluation
<p>I can change speed and direction while running</p> <p>I can jump accurately (from standing)</p> <p>I can take a jump from running</p> <p>I can throw objects with one hand with some accuracy</p> <p>I can throw objects using under and overarm</p> <p>I can compete against myself to run faster</p> <p>I recognise a change in temperature, breathing and heart rate when exercising</p>	<p>I can perform simple steps at varying levels and speeds</p> <p>I can create basic sequences</p> <p>I can hold a balance for a sustained period (5 secs)</p> <p>I am becoming aware of how I control my body</p> <p>I can roll and control a ball or hoop</p> <p>I can hit a ball with a bat</p>	<p>I can stop a ball with control</p> <p>I can catch a ball with control</p> <p>I can pass a ball to someone else with some accuracy</p> <p>I can take part in a small team game with opposition</p> <p>I can decide where to stand during a team game</p>	<p>I can vary the speed and level of my movements</p> <p>I can respond to a stimulus (ie music)</p> <p>I am beginning to control my movements</p> <p>I am beginning to co-ordinate my movements</p> <p>I can climb safely</p> <p>I can show rhythm in dance</p>	<p>I can suggest improvements in others' work</p> <p>I can suggest improvements in my own work</p> <p>I recognise a change in temperature, breathing and heart rate when exercising</p> <p>I can change speed and direction while running</p>

Autumn One - Year 2 - Locomotion

6 week term:

Lesson 1: Changing routines; Introduction of locomotion

Lesson 2: Running

Lesson 3: Running

Lesson 4: Skipping

Lesson 5: Jumping

Lesson 6: Hopping

Y2 Learning Goals:

I can change speed and direction while running

I can jump accurately (from standing)

I can take a jump from running

I can compete against myself to run faster

I recognise a change in temperature, breathing and heart rate when exercising

I am beginning to control my movements

I am beginning to co-ordinate my movements

I can suggest improvements in others' work

I can suggest improvements in my own work

Lesson One

Year 2 learning goal: I can change speed and direction while running

Lesson objective:

- Understand the term 'locomotion'
- Perform given movements correctly

Previous skills learnt/knowledge needed: - Identify the area to work in
 - How to move around safely in the area
 Equipment: Bibs, markers

Introduction/warm up activity:

Main Activity/Plenary

Recap changing procedure and change into PE kit as a class, including where to put uniform and expectations of full PE kit, footwear, removal of jewellery etc. Award tokens for neat uniforms and following instructions.

'Let's Explore': Recap the meaning of locomotion. Ask pupils different ways we can move our bodies and the importance of this. Cover walking, running, jumping, hopping, skipping, galloping.

Follow the leader

Introduce a range of commands for children to follow for each movement:

Teacher to lead dynamic warm up around the playing area. Children familiarise themselves with area for the lesson.

e.g. **Walk**: walk on tip toes, walk like a soldier, walk in the dark, walk making a triangle.

Vary the movements and direction with age-appropriate warm up exercises e.g. bunny hops, rocket jumps etc.

Run: run like a racing car, run in zig zags, run in a tight space without collision

Jump: Jump like you are on ice, jump like a rocket, Jump 1 to 2 feet, 2 to 1

Challenge some HA pupils to lead the warm up at the front of the line.

Ask children to come up with their own commands. Select some to call out to the group. Discuss how and why we may perform the same movements in a different way.

Plenary:

Check understanding of locomotion (the movement from one place to another.) Recap the movements covered in the lesson.

Rewards of tokens/ postcards for demonstrations of movements performed correctly. Promote pupil leadership of peers.

Lesson Two

Year 2 learning goal: I can compete against myself to run faster; I can change speed and direction while running

Lesson focus/objective:

- To run at your maximum speed in multiple directions

Equipment: Coloured markers (red, yellow/ orange, green)

Introduction/warm up activity:

Main Activity/Plenary

Traffic light warm up

Teacher to call hold up coloured commands as children move around as cars in a coned area. Reinforce awareness of not bumping into each other.

Red= STOP! **Amber**= Jogging **Green**= Run

Challenge: Once children have grasped this, move on to calling further commands;

roundabout- run in circle, **speed bump**- jump, **flash lights**- 2 x star jumps

traffic jam- lines of 4 marching on the spot, **reverse**- jog backwards

Do children have their own ideas? Can they come up with their own to do?

'Park the car': Discuss the skills and safety elements from the warm up (spatial awareness, recalling instructional commands, reactions)

Place children into 2 big circles. Go around the circle allocating children the name of a car in rotation. E.g. Audi, BMW, Porsche, Ferrari... Audi, BMW, Porsche, Ferrari and so on.

Shout out the name of a car for children to lap the circle back to their spot. The first person back wins a point for their team of car. How quickly can they get back? Can they catch the person in front?

Alternate the directions to encourage reaction time and alertness.

Progress onto a relay with 1 tagging 2, 2 tag 3, 3 tag 4 etc.

Challenge: Can we start sitting on our bottom? Laying down? Eyes closed?

Plenary – Discuss any problem solving encountered in the lesson- did people run the wrong way? How did we avoid collisions? How did we run quickly? What body parts were involved in this? How could we run quicker next time?

Self and peer assess in teams. Select groups to share feedback with class.

Lesson Three

Year 2 learning goal: I can change speed and direction while running; I can compete against myself to run faster;

Lesson focus/objective:

- Run at different speeds in multiple directions
- Use body movements to change direction quickly

Equipment: Markers, Bibs, multi-use balls

Introduction/warm up activity:

Main Activity/Plenary

Pulse raising movements around the coned area. Include dynamic exercises from previous weeks' lesson to reinforce the movements (car commands)

Progression: Place into pairs to follow each other around the area. One partner to give the command for their partner to perform the movement, then swap roles.

Can we work with different partners? Develop teamwork and cooperation.

Fox and the hounds

In a squared area, children to tuck bibs into shorts to make a fox tail. Select a number of children (3-5) to be the hounds. On the whistle, hounds are to run and collect as many fox tails as possible.

Encourage the foxes to evade capture. How can we stay away from the hounds? Are you scanning the area to see where the hounds are coming from? Can we use our body to help us? (twist and rotate bodies to keep tails on the 'safe side' away from the hound)

Once all foxes are captured, select new hounds and repeat. Identify a pupil to WAGOLL how to avoid capture by quick running and direction changes.

Optional adaptations:

- Mark out a coned 'safety' zone where foxes cannot be captured
- Introduce 3 balls to the area that foxes can pass to each other, meaning hounds cannot take the tail. 5 second limit of holding ball

Plenary

Ask children to self-assess their performance. Did they get captured? Can they think of a time they evaded capture? How did they do it? What would they improve next time?

Tell a shoulder partner and select some pairs to feedback to the group.

Lesson Four

Year 2 learning goal: I can perform simple steps at varying levels and speeds

Lesson focus/objective:

- To use skipping as a way to travel
- Coordinate arms and legs with good timing

Equipment: Markers, Bibs, multi-use foam balls

Introduction/warm up activity:

Main Activity/Plenary

Line skip: Children to move around the hall/ yard by skipping to the music. Each time the children hit a line, they must skip in a different direction (diagonally, sideways, backwards.) If not music or lines, Teacher can use whistle/ command to indicate a change of direction. Correct any skipping techniques and use a WAGOLL to ensure children see what is expected.

Progression- Lion tag:

Introduce 3 x lions in bibs and holding foam balls. Children are to skip around the area without being tagged with the foam ball by the lions. The prey (children escaping) are allowed to stand in a safe cage (hoop) for 5 x seconds where they cannot be tagged and the lion must chase someone else. If tagged, children to skip around the outside. After a 1-minute time period, stop the game and count how many prey are left. Swap roles over.

Skippy tag- treasure island:

Children to be placed into two mixed-ability teams of defenders v attackers (approx. 8 v 8.) The defenders are to be in pairs on 4 evenly spaced lines across the court and are only allowed to act as crabs (side to side movements on the line- no running or moving off it.)

Attackers are to skip past the defenders to collect their treasure (bean bags) from the opposite side (the island) without being tagged and return it to their side. They can run around the outside with their treasure to place in their hoop before joining the line again to collect more. If tagged, they are to exit to the side and try again. Swap over after a few minutes.

Encourage the children to consider where the gaps are and how their arms will help their speed (refer back to lesson objective of coordination)

Plenary

Refer back to any WAGOLL in the lesson. Who used a good skipping technique to travel with? How was this used to evade capture? Did the children manage to collect treasure? Use talk partners to self-assess their performance.

Lesson Five

Year 2 learning goal: I can jump accurately (from standing); I can take a jump from running

Lesson focus/objective:

- To perform a range of jumps

Equipment: Markers, skipping ropes, bean bags, loopies, rubber markers

Introduction/warm up activity:

Main Activity/Plenary

Jumping commands

Children to move around the area following Teacher commands. Recap previous learning with skipping, galloping, running movements.

Introduce jumping, including lots of variations of jumping and landing:

- 2 feet to 2 feet
- 2 feet to 1 foot
- 1 foot to 1 foot
- 1 foot to the other foot
- 1 foot to two feet

Set challenges for children e.g. jump to make a triangle, jump on the spot to spell out name (1 jump per letter), jump like a space rocket. As Y2's, can they come up with their own? Set a challenge for a partner?

Prior to moving on to main activities, question the children on key teaching points of jumping and their techniques are correct (how can our arms help us? What should we do with our knees? Etc.)

Jump the tide

Place into groups of 4 with 1 skipping rope per group.

2 children to hold the end of the skipping rope. 1 person to jump and the 4th person to shout out commands and peer coach the jumper.

Commands:

High tide- hold the rope at knee height

Low tide- hold it just off the ground

Rough water- gently move the rope side to side

The jumper is to follow the commands and aim to jump the rope. Ensure children are sensible and being safe with the ropes. Demonstrate expectations with a group prior to starting. Swap roles over.

Animal rescue

Place pairs of skipping ropes around the area to make lots of streams and rivers. Without walking or running, children are to use their jumping techniques to cross the rivers and streams to rescue the animals (bean bags, loopies) and take them home (back to the start.) Ensure the ropes vary in width to make some big jumps and smaller jumps. Pupils to have their own marker for their stepping stone to use once per stream.

Plenary

Self-assess their performance. Were they able to cross the rivers successfully? Did you fall in or stay on dry land? Did you plot a good route?

Lesson Six

Year 2 learning goal: I can hold a balance for a sustained period (5 secs); I am becoming aware of how I control my body

Lesson focus/objective:

- To perform a hopping movement off each leg

Equipment: Markers, skipping ropes, bean bags, hoops, rubber markers

Introduction/warm up activity:

Main Activity/Plenary

Stuck in the mud- hopping variation

5 x taggers are to be selected to wear bibs. The children are to use movements in previous weeks to move around the area. E.g. teacher may shout skipping, galloping, running for a period of time.

Once the children are tagged, they are to hop on one foot. Their peers can free them to join back in with a high 5.

Progression- 'Catch the rabbit'

To progress the warm up further, the taggers are to become foxes and travel on hands and feet (bear crawls.) The children escaping become rabbits and can only hop on one foot. If they are tagged, the rabbit becomes a fox and the fox becomes a rabbit. The aim is to remain a rabbit for as long as possible.

Extension- Teacher to call out "it's getting dark" to signal one-minute left. The foxes are to try and catch all rabbits in this time before it gets too dark.

In this last minute, the fox does not become a rabbit.

Hopping maze

Select children to work in groups of 3 (mixed ability.) Children are to be given a set of equipment each to make their own creative maze to hop through. Once they are happy with theirs and have completed it, the teacher rotates the groups around to for each group to attempt another group's maze. Encourage hopping in different directions and to different heights. Include a WAGOLL to check all groups understand the task.

The big hop

Children to remain in their group of 3 and team up with another group to make 6. They will mirror another group of 6, taking in turns to observe and count for each other. Teams are to stand one behind the other with one hand on the shoulder of the person in front. The aim is to see which team can work collaboratively to hop on one foot the longest. As soon as one person's foot touches the floor, that will be their time.

Plenary

Discuss what was difficult about hopping. When will it be useful? Were they able to perform a hopping action correctly? Off both legs? Discuss other group's work, which was challenging? Why? Peer and self-assess their own mazes and performances in their teams.