

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip		
Year 2 Subject PE- Indoor		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p>Gymnastics (10 weeks)</p> <ul style="list-style-type: none"> <li>To travel continuously moving from high to low, to high. (Lesson 1)</li> <li>To explore ways of changing level as they travel – know which are easy and which are hard. (Lesson 1)</li> <li>To incorporate changes of level into sequences. (Lesson 1)</li> <li>To describe the difference in how their body feels during parts of the lesson (Lesson 1)</li> <li>To travel smoothly from a high to a low movement when on apparatus (Lesson 2)</li> <li>To combine travelling and balancing actions with smooth changes of level on apparatus (Lesson 2)</li> <li>To describe the levels and actions they are performing (Lesson 2)</li> <li>To comment on another person's work (Lesson 2)</li> <li>To balance and travel using combinations of body parts that are far away and close together (Lesson 3)</li> <li>To match a partners balance (Lesson 3)</li> <li>To combine actions to make a sequence that can be performed alone and leading/ following a partner (Lesson 3)</li> <li>To balance and travel using combinations of body parts that are far away and close together on apparatus (Lesson 4)</li> <li>To match a partners sequence on apparatus (Lesson 4)</li> <li>To combine actions to make a sequence that can be performed leading and following a partner (Lesson 4)</li> </ul>	<p>Key Skills</p> <p>Dance (Arabian Nights, Magic Carpet) (7 weeks)</p> <ul style="list-style-type: none"> <li>To be creative and imaginative with ideas</li> <li>To use different speeds and levels</li> <li>To create a performance with a beginning, middle and end</li> <li>To respond to visual, literature and musical stimuli</li> <li>To perform actions with increasing control</li> <li>To communicate feelings and moods through movements</li> <li>To describe the actions and movements of others</li> </ul>	<p>Key Skills</p> <p>Gymnastics (10 weeks)</p> <ul style="list-style-type: none"> <li>To jump in a variety of ways and land safely (Lesson 7)</li> <li>To jump high and perform a shape whilst in the air (Lesson 7)</li> <li>Combine jumping with travelling (Lesson 7)</li> <li>Which muscles are working when jumping (Lesson 7)</li> <li>To step into a jump or balance (Lesson 8)</li> <li>To add 'stepping into' balances and jumping into sequences (Lesson 8)</li> <li>To describe what they are doing and why (Lesson 8)</li> <li>To know where else they could use 'stepping into...' (Lesson 8)</li> <li>To be confident to jump and land safely from apparatus at various heights (Lesson 9)</li> <li>To add a shape to their jump as they jump off apparatus (Lesson 9)</li> <li>To transfer a floor sequence to the apparatus (Lesson 9)</li> <li>How muscles working relates to tension in the body (Lesson 9)</li> <li>To hang and swing in different directions using apparatus (Lesson 10)</li> <li>To combine hanging, swinging, travelling and jumping from height to form a sequence (Lesson 10)</li> </ul>

<ul style="list-style-type: none"> <li>• To travel around and on various pathways including straight, zig-zag, curved (Lesson 5)</li> <li>• To combine ways of travelling with the use of different pathways (Lesson 5)</li> <li>• To respond to instructions when working alone and with a partner (Lesson 5)</li> <li>• To travel on straight, zig-zag and curved pathways alone and with a partner on apparatus (Lesson 6)</li> <li>• Link movements as a pair to form a sequence (Lesson 6)</li> <li>• To choose when to work alongside a partner and when to lead and follow (Lesson 6)</li> <li>• Describe how it feels to work with someone else (Lesson 6)</li> </ul>		<ul style="list-style-type: none"> <li>• To explain if it is easy or hard to perform certain actions on certain apparatus (Lesson 10)</li> </ul>
<p>Learning and Activities</p> <p>*Children recap their own ways of travelling in the space. Can they name one that used a high level (jump) and a low level (crawl)?</p> <p>*Explore other ways of travelling from high to low and think about how easy or difficult it is. What makes it easy or difficult?</p> <p>*Link ways of moving from high to low, to high to make a continuous sequence. Children to select at least 3 ways of travelling to form a sequence they can repeat.</p> <p>*Can you choose a different way to travel on a low level and a high level?</p> <p>*Using the apparatus allocated, children explore different ways of travelling over, under, through and around changing levels as they move.</p> <p>*Explore high balances on the apparatus or in contact with it. Repeat exploring low balances. What is the difference</p>	<p>Learning and Activities</p> <p>* Balance dance; each part of the body is one balance point. Pupils to create four movements based on the following; Balance on 4 points Balance on 5 points Balance on 3 points Balance on 2 points * Pupils to find a way of moving from one position to another * Repeat the motif moving around the room between each set of 4 balances. *Practise and refine dance motif *Perform to a partner (music – Arabian nights) Partner to describe what they liked about the performance</p> <p>*Pupils to add 2 of their own moves to this routine.</p> <p>*Pupils to work in pairs. Pairs to choose 4 shapes and find ways to make each shape together, this could be using different</p>	<p>Learning and Activities</p> <p>*Can you travel in the space without walking/ jogging/ running? (hopping, skipping, jumping, bouncing, galloping)</p> <p>*Explore i) hopping 1 foot to 1 foot, ii) hopscotch 2 feet to 1 foot to 2 feet, iii) bouncing 2 feet to 2 feet.</p> <p>*Can you travel in directions other than forwards?</p> <p>*Bounce on the spot bending ankles and knees on landing.</p> <p>*Jump on the spot. What is the difference between a bounce and a jump? Try jumping using the arms and without using the arms. Which one allows you to jump higher?</p> <p>*Run into a space, jump, land and sink to the ground.</p>

<p>between the number of body parts on contact with the floor/ apparatus when performing high and low balances?</p> <p>*Children choose their own travelling and balancing actions to form a sequence that includes high and low levels. Can they alternate to use of levels?</p> <p>*Using the apparatus allocated, children explore different ways of travelling over, under, through and around changing levels as they move.</p> <p>*Explore high balances on the apparatus or in contact with it. Repeat exploring low balances. What is the difference between the number of body parts on contact with the floor/ apparatus when performing high and low balances?</p> <p>*Children choose their own travelling and balancing actions to form a sequence that includes high and low levels.</p> <p>*Practise taking weight on a series of body parts e.g. hands and feet, forearms and feet, forelegs and hands, side, seat.</p> <p>*Add stretching body parts as far apart as possible or far away from body part used to balance on e.g. 2 hands-2 feet space as far apart as possible whilst still showing tension or if on seat stretch hands as far away from it as possible. Choose a preferred balance and practise it. With a partner practise 'matching' each other's balances.</p> <p>*Individually explore different ways to travel with hands far apart, with feet far apart, on feet and hands far apart. Choose a preferred way to travel and practise it.</p> <p>*Link balancing high, travelling and balancing low with body parts far apart to form a sequence.</p> <p>*Explore ways of travelling over, under, through and on apparatus with hands/ feet far apart and close together. Can they alternate far apart and close together?</p>	<p>parts of the body, standing up or on the floor.</p> <p>*Once pupils have decide on their 4 shapes and actions they need to move from one shape to the other.</p> <p>*Teach them ways to move from one shape to the other smoothly, e.g. rolling, jumping up or down. What ways can they find?</p> <p>*Put the 4 shapes together to make a dance phrase. Practise and repeat these.</p> <p>*Can they change the level they perform them at, e.g. high, low, medium. Can they consider the dynamics of how they move from one shape to another, e.g. moving fast, slow, bouncy...?</p> <p>*Suggest the following actions: jumping, turning, stillness, travel and gesture.</p> <p>*Choose 2 or 3 of the actions and work through the activities for that action: See action resource cards.</p> <p>*Choose one of the actions movement phrase to add on to the dance.</p> <p>*Pupils to perform their chosen action dance either on their own or with a partner.</p> <p>*Perform again but this time with the magic carpet dance first and then 'run' down the magic carpet stairs to the land of shapes. Then move into action phrase. ½ to watch – can they identify how the pupils are representing the actions.</p>	<p>*Link travelling, jumping to land on 2 feet, sinking and rolling to form a sequence that can be repeated. The sequence should start and finish on the feet.</p> <p>*Children place a movement spot in the space and stand one step away from it. Step onto the spot and bounce once. Repeat a few times. Can children continue the pattern away from the spot?</p> <p>*Repeat replacing the bounce for a jump. How high can you jump? Can you step into a jump and make a shape in the air?</p> <p>*Children to choose a balance and a jump with a shape in the air ensure they step into each action to form a short sequence.</p> <p>*Children explore stepping onto mats and low level apparatus and performing a balance or a bounce/ jump.</p> <p>*Can they step up to larger pieces e.g. a box top, place their hands on it and jump to knees?</p> <p>*Practise jumping off lower level apparatus and landing two footed and still. Move around the apparatus and try as many as possible.</p> <p>*Using a sequence children have performed on the floor in previous lesson, transfer it to the apparatus. Children focus on jumping off apparatus and landing safely and still.</p> <p>*Children explore stepping onto mats and low level apparatus and performing a balance or a bounce/ jump.</p>
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<p>*Link at least two ways of travelling with feet far apart and close together on and around the apparatus.</p> <p>*Start in a space and ask children to run in a straight line to another space. What should they do if they meet another person? Stop or change direction and look for another space. Repeat several times.</p> <p>*Run to 3 different places, always travelling in a straight line. What patterns can you make? Always straight – no kinks!</p> <p>*Decide on three different straight pathways to travel along, three different ways to travel using different body parts and link together to form a repeatable pattern.</p> <p>*Practise and perform. Can you perform the pattern again from your end position?</p> <p>•As a final performance perform three times making sure the start and finish positions are still.</p> <p>*Explore how to travel on a straight pathway over, under, through and on apparatus.</p> <p>*Can they make their bodies straight as they move e.g. slide on tummy along a bench, rotate 45°, forward roll onto a mat then log roll along the mat?</p>	<p>*Ask pupils to suggest ways to finish their dance. An idea might be to find magic carpet and balance on the carpet back home. Allow pupils to be creative in how they want to finish their dance. Give pupils time to practise and refine their final movement. Help pupils to work through each section of the dance and use resource cards to help pupils consider how to use their bodies.</p> <p>*Encourage them to consider starting and ending positions for their dance</p>	<p>*Can they step up to larger pieces e.g. a box top, place their hands on it and jump to knees?</p> <p>*Practise jumping off lower level apparatus and landing two footed and still. Move around the apparatus and try as many as possible.</p> <p>*Using a sequence children have performed on the floor in previous lesson, transfer it to the apparatus. Children focus on jumping off apparatus and landing safely and still.</p> <p>*To explore hanging and swinging from hands and knees (body inverted). Which directions can you swing in? Can you swing to travel along a piece of apparatus e.g. along a ladder, hand to hand?</p> <p>*Using an apparatus station, link ways of travelling towards and away from, along the apparatus, jumping and landing, hanging and swinging. Not all apparatus may lend itself to hanging/ swinging.</p> <p>*Watch others and copy ideas. Practise, refine and perform a sequence focusing on control and quality.</p>
Extension and Enrichment Opportunities		