

## Year 2 – Send and Return Unit 1

## Knowledge Organiser

### Prior Learning

Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition.

### We are learning...

1. To stay on our toes to move quickly to the ball.
2. To identify which hand is dominant in a game.
3. The basic rules of serving to our partner.
4. To develop agility and use it in a game.
5. To use the correct grip to hit a self-fed ball.
6. To use the ready position in a rally.

### Assessment Overview

**Head** – Decide on and play with the dominant hand.

**Hand** – Take part in a rally.

**Heart** – Play in modified games with others to send and return a ball over a net/line.

### Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.

### Vocabulary

Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

### Unit Focus

Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

### Key Questions

1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

### Concept

- Children can either hit with a racquet or their hands.
- Children must not run onto others' courts to collect balls while they are in the middle of a point.



## Year 2 - Gymnastics Unit 1

## Knowledge Organiser

### Prior Learning

To show a range of recognised point balances. To introduce turn, twist, rock, roll and to link these. To perform unison simple canon and unison techniques.

### We are learning

1. To combine 4 elements into a floor sequence.
2. To create power in a variety of different jumps.
3. To take weight on our hands and move in different ways.
4. To use our flexibility in a bridge and japana gymnastic shape.
5. To perform the point balance arabesque.
6. To perform a teddy roll.

### Assessment overview

**Head** - Explain the differences between types of balances, such as point and patch

**Hand** - Demonstrate flexibility in movements

**Heart** - Reflect on their own performances and identify their strongest skill/action

### Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

### Vocabulary

Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.

### Unit Focus

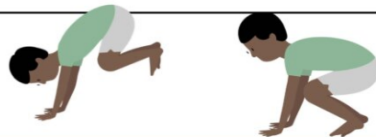
Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.

### Key Questions

1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of elements?
2. Why do you think taking weight on your hands rather than your feet is harder?
3. Why did we practice on the wall before attempting a bridge on the floor?

### Skill Bunny Hop

- Feet and legs should be together, bent at the knee
- Push up and away with your feet off your toes to transfer all body weight to your hands
- Practice in place first, kicking up and returning feet to the same position
- See if you can hold your weight on your hands for longer periods
- Once confident, begin to travel forward, transferring weight from feet to hands



## Year 2 - Send and Return Unit 2

## Knowledge Organiser

**Prior Learning**

Tracked the path of a ball over a net and move towards it. Begun to hit and return a ball with some consistency. Played modified net/wall games throwing, catching and sending over a net.

**We are learning...**

1. To feed a ball to our partner with consistency.
2. To send the ball to different parts of the court.
3. The throw and catch in a seated position.
4. To accurately serve the ball to different parts of the court.
5. To use overarm attacking shots in a game.
6. To manage what we should be doing within the competition.

**Assessment Overview**

**Head** – Develop tactics to outwit your opponent so they cannot return the ball.

**Hand** – Start games using basic serving skills.

**Heart** – Work as a team to get the ball over the net.

**Equipment**

Large soft balls, foam tennis balls, low bounce tennis balls, low nets or benches, cones, bibs, hoops, short-handled racquets, dry wipe boards and pens.

**Vocabulary**

Front, back, tactics, compete, score, wide, deep, rotate, point.

**Unit Focus**

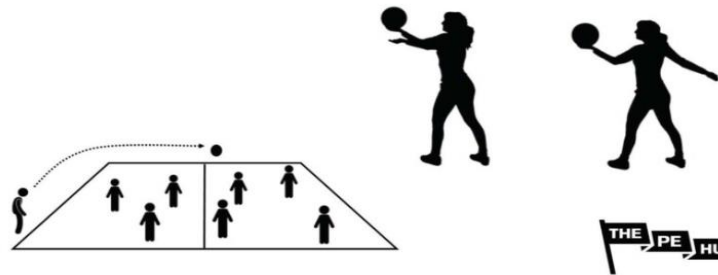
Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.

**Key Questions**

1. How did you try to beat your opponent? What skills did you use?
2. Could you choose where you placed the ball?
3. When the ball went where you wanted, do you know what you did correctly?

**Concept**

- Can be played in a standing or seated format.
- Play first to 3 or 5 points.
- Can serve by throwing or striking. Can play by scoring with the ball bouncing twice.



PE Knowledge Organiser  
**Attack, Defend, Shoot - Unit 1**  
Spring 1 - Year 2

## Year 2 – Attack Defend Shoot Unit 1

## Knowledge Organiser

### Prior Learning

Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it.

### We are learning...

1. To kick the ball over long and short distances.
2. To stop a ball with control using the foot.
3. To work as a team to keep the ball.
4. To bounce a ball with my partner.
5. To bounce the ball while we are moving (dribbling).
6. To pass the ball forward in a game.

### Assessment Overview

**Head** - Recognise you sometimes needs to stay in defined areas.

**Hand** - Can send a ball using feet.

**Heart** - Show awareness of teammates and opponents in games.

### Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.

### Vocabulary

Aim, attack, compete, control, cooperate, receive, restart, sideline.

### Unit Focus

Send a ball using feet and can receive a ball using feet.  
Refine ways to control bodies and a range of equipment.  
Recall and link combinations of skills, e.g., dribbling and passing.

### Key Questions

1. How did you work well as a team?
2. How did you progress forwards up the pitch?
3. How did you attack, and how did you defend?

### Rules

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.



PE Knowledge Organiser  
**Attack, Defend, Shoot - Unit 1**  
Spring 1 - Year 2

## Year 2 – Attack Defend Shoot Unit 1

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# Year 2 - Dance Unit 1

## Knowledge Organiser

### Prior Learning

Able to build simple movement patterns from given actions.  
Compose and link actions to make simple movement phrases.

### We are learning...

1. To use penguin images to inspire our dance
2. To show feelings of abandonment through dance
3. To create movements that show friendship between two characters
4. To create a solo dance with changes of direction and speed
5. To match our movements to music
6. To choose a formation for our dance and explain our choice

### Assessment overview

**Head** -Show confidence to perform in front of others.

**Hand** -Show good timing with the music

**Heart** - Attempt to work as part of a group to perform a dance.

### Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.

### Vocabulary

Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.

### Unit Focus

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

### Key Questions

1. What is the main mood/feeling you get from this dance?
2. What does it mean to perform as a soloist?
3. Explain what actions show the story.

### Concepts

- Solo is an individual dancing alone apart from others with independent movements.
- A duet is two people dancing together with complimentary and contrasting actions.



Turning



Jumping



Walking



Twisting

PE Knowledge Organiser  
**Run, Throw and Jump - Unit 1**  
Spring 2 - Year 2

## Year 2 – Run Jump Throw Unit 1

## Knowledge Organiser

### Prior Learning

Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

### We are learning...

1. To move quickly whilst being aware of others around.
2. To create power with our legs to turn at speed.
3. To move through an obstacle course with speed and control.
4. To choose the best throw for different situations.
5. To use quick feet whilst sprinting.
6. To perform static and dynamic balances.

### Assessment Overview

**Head** - Make choices about appropriate throws for different activities.

**Hand** - Show increased control of body and limbs

**Heart** - Work cooperatively to complete running, jumping and throwing tasks.

### Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

### Vocabulary

Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

### Unit Focus

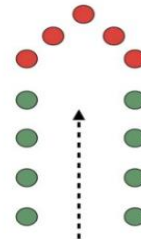
Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

### Key Questions

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

### Rules

- Wait for a command before you start.
- Being aware of others around you.



PE Knowledge Organiser

## OAA - Outdoor Adventure Activities

Summer 1 - Year 2

### Year 2 - OAA

#### Prior Learning

Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.

#### We are learning...

1. To work as a team to complete a task.
2. To use problem-solving skills to complete a simple treasure hunt.
3. To copy and then create a simple movement pattern.
4. To give clues to guide a blindfolded person safely.
5. To improve performance through repetition.
6. To use a key on a map to re-create a map with accuracy.

#### Assessment Overview

**Head** - Confidently follow a basic map.

**Hand** - Attempt beginner's competition speed stack.

**Heart** - Show sensitivity when working with a blindfolded partner.

#### Equipment

Hoops, speed stacks (6 sets), beanbags, blindfolds, large pieces of material, skipping ropes, hockey sticks, balls, hoops, stopwatches, tennis balls, beanbags, paper and coloured pencils, music player.

#### Vocabulary

Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.

### Knowledge Organiser

#### Unit Focus

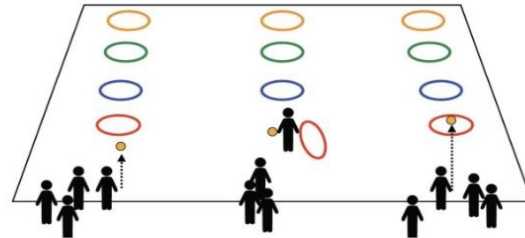
Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving.

#### Key Questions

1. Did your speed stacking improve throughout the lesson? Or from the last lesson?
2. Why do you think you improved/didn't improve? What could you do to improve?
3. Why does repeating a task help to improve success?

#### Concepts

Use verbal and tactile cues to lead someone who is blindfolded and be led by someone when you are blindfolded.





## Year 2 – Hit Catch Run Unit 1

## Knowledge Organiser

### Prior Learning

Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.

### We are learning...

1. To hit a ball and score points running to cones
2. To defend a target by kicking
3. To bowl underarm with control
4. To hit a ball using different bats and techniques
5. To throw accurately to a base
6. To hit a ball into space, away from fielders

### Assessment overview

**Head** – Make choices about where to hit the ball.

**Hand** – Has developed hitting skills with a variety of bats.

**Heart** – Display sportsmanship when competing against others.

### Equipment

Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

### Vocabulary

Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.

### Unit Focus

To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

### Key Questions

1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim to the middle of a person in underarm bowling?

### Rules

- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.

