



Curriculum Map – Year 2

PHYSICAL EDUCATION

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Year 2

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus	Are you ready to perform and play?	Super heroes and sports stars				
HEAD (Knowledge & Understanding)	<p>Explain what changes happen to my body when I exercise? Why?</p> <p>Compare the processes that are taking place in my body to another person's?</p> <p>Practise my interpretation of a 3-phase warm up with teacher support.</p>	<p>Name all components of fitness.</p> <p>Quote the definition for some components of fitness using actions to support recall.</p> <p>Identify what component of fitness certain superheroes or sports stars have. Make suggest as to the effect they have when performing.</p>	<p>Pupils should Remember and Recite the 'Bone Haka'.</p> <p>Most pupils should be able to Indicate what Bones move when performing some actions e.g. I feel my patella when kneeling down.</p>	<p>Pupils should Remember and Recite the 'muscles song'.</p> <p>Most pupils should be able to Indicate what muscle they can feel attempting to use the correct anatomical name(s) e.g. I feel my abdominals when lying on my belly.</p> <p>Pupils should Remember key terminology 'contract' and 'relax'.</p>	<p>Pupils should Recite the pathway of air through the Cardiorespiratory system using simple terminology e.g. Nasal Cavity, Trachea, Bronchus, Bronchioles, Alveoli, Heart, Blood vessels, Body.</p> <p>Pupils should know that: Oxygen + Glucose = Co² + Water + Energy</p>	<p>Remember and Recite 7 components of a healthy diet.</p> <p>Identify what component of a healthy diet relates to the function they perform. E.g. build, grow and repair muscles pupils should be able to identify that this is a protein.</p>
HEAD (Understanding & Application)	Understanding Time and Space	Roles and Positions	Understanding Time and Space	Recognising Patterns	Recognising Patterns	Roles and Positions
HANDS (Skill Acquisition)	<p align="center">All pupils should have acquired and but may still be mastering BASIC skills.</p> <p align="center">Most pupils should have acquired but may still be mastering and SIMPLE skills.</p> <p align="center">Some pupils may have acquired some ADVANCED skills in exceptional circumstances.</p> <p align="center">There should still be a focus on fundamental movements and basic skills especially if pupils have not mastered these yet.</p>					
HANDS (Physical Attributes)	Physically pupils should develop the following components: - Speed - Agility	Physically pupils should develop the following components: - Muscular Endurance	Physically pupils should develop the following components: - Speed - Agility	Physically pupils should develop the following components: - Flexibility	Physically pupils should develop the following components: - Speed - Agility	Physically pupils should develop the following components: - Reaction Time

	- Balance - Coordination	- Cardiovascular End. - Muscular Strength - Power - Speed	- Balance - Coordination	- Balance - Coordination	- Balance - Coordination	- Coordination - Power
	Fitness testing is not required in Reception however tests may be introduced as tasks in lessons to develop an understanding of how the test work e.g. speed bounce, sit ups/press ups, 40m dash, overhead heaves, standing long jump. These can be taught as fundamental movements in preparation for future testing.					
HEART (Values)	Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should recall the values they are been asked to show e.g. when the teacher is talking what value should we show? When working with others what value should we use? If you are out of the game, what value is needed? Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination					
HEART (Mindset)	A Mindset should be selected to help pupils to achieve their lesson objective and to put practical context to a behaviour for or attitude to learning. Pupils at this stage should recall the Mindset they are been asked to show e.g. When asked to work to work alone I show autonomy, The Success of others should help me learn and improve my performance. Criticism, Success of Others, Effort, Autonomy, Challenge, Motivation, Obstacles					
Outcome	Pupils should be playing related games with some success e.g. bench ball, target ball. These pupils should still be focused on ball mastery but should have developed basic techniques. They should have some understanding of attacking and defending.	Pupils should follow teacher simple circuits rotating from one station to another. Pupils identify when they are competing with other and when requested to, they should attempt to perform at their maximum.	Pupils should be playing football related games with some success e.g. numbers, king of the ring, cowboys and Indians. These pupils should still be focused on ball mastery but should have developed basic techniques. They should have some understanding of attacking and defending.	Pupils should accurately replicate part of a teacher lead routine and add their own movements in a way that links and flows (this could relate to a topic or area of interest).	Pupils should be learning how to master a racket. They should demonstrate developing racket control and some hitting techniques with teacher support. They may play some modified tennis-like games with hands.	Pupils should learn how to strike different shape/size objects with a bat or racket. They should also practise sending things towards teammates or targets with some accuracy. Pupils should be able to stop implements and prevent objects from going past them. Some pupils will do this by catching.