


PE – Year 2 – Summer 1 – Ball Skills (Feet) - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher) Disciplinary (Why) Procedural (How)	Substantive Knowledge	Activity Outline
<p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of</p>	<p>1</p> <p>Dribbling</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Participate in team games</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>I know how to dribble into space by looking up.</p> <p>I know how to change direction whilst dribbling.</p>	<p>I know that I must use my feet to dribble.</p> <p>I know that I can use both feet to dribble.</p> <p>I know that I can use all parts of my foot to dribble.</p>	<p>Recap skills needed - when dribbling the ball to be able to show good control they need to make little touches in order to keep the ball close to them.</p> <p>Children are to practise dribbling the ball along a straight line.</p> <p>Children are to be split into smaller teams and take part in a dribbling game – children are to collect a ball from the middle and dribble it back to their team. The next person cannot go until the first person is successfully back.</p>
	<p>2</p> <p>Kicking</p>	<p>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</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>I know how to keep control of the ball whilst kicking.</p> <p>I know how to use different parts of my foot to kick a ball.</p>	<p>I know that I can kick a ball with both feet.</p> <p>I know that I can use all parts of my foot to kick a ball.</p>	<p>Practise kicking – encourage use of their stronger foot and using their other foot to guide, making sure your body weight is over the ball, using your arms to swing and provide balance.</p> <p>Children are to be provided with a variety of activities to practise kicking e.g. how far can they kick? Can they kick to a certain distance?</p>

<p>increasingly challenging situations.</p>		<p>Pupils should develop fundamental movement skills – kicking</p>			
<p>Pupils should be taught to:</p> <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. Perform dances using simple movement patterns. 	<p>3 Passing</p>	<p>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</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should develop fundamental movement skills – kicking</p>	<p>I know why it is important to pass with accuracy and control to my teammate.</p> <p>I know how to use my feet to pass a ball.</p>	<p>I know that I must use my feet to pass to my teammate.</p> <p>I know that I must use accuracy whilst passing to someone.</p>	<p>Recap skills needed for passing – using their stronger foot to kick and their weaker foot to guide the ball.</p> <p>Children are to practise passing the ball to a partner – begin standing still and being close to each other before spreading out. Challenge to move whilst passing the ball – explain that children may need to stop the ball before passing it to the next person.</p>
	<p>4 Shooting</p>	<p>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</p> <p>Access a broad range of opportunities to extend their</p>	<p>I know how to put power into a shot.</p> <p>I know how to shoot with accuracy.</p> <p>I know why it is important to be close to the goal when shooting.</p>	<p>I know that I shoot at a goal.</p> <p>I know that I need to be accurate to score a goal.</p>	<p>Explain how it is important to have good control of the ball when shooting, look carefully at where they are shooting to and use their arms to balance and provide power.</p>

		<p>agility, balance and coordination, individually and with others.</p> <p>Pupils should develop fundamental movement skills – kicking</p>			<p>Children are to have opportunities to practise shooting at a variety of targets.</p> <p>Play a shooting style game – this may also incorporate dribbling. Children are to dribble through the cones before shooting into a simple goal at the end.</p> 
	<p>5 Turning with a Ball</p>	<p>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</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>I know how to keep my balance whilst turning.</p> <p>I know how to keep control of the ball whilst turning.</p> <p>I know why it is important to look at the ball and where I am going.</p>	<p>I know that I must control the ball with my feet whilst turning.</p> <p>I know that balance is important whilst turning.</p> <p>I know that I need to look at the ball and where I am going whilst turning.</p>	<p>Introduce how we can turn when moving with a ball – using their stronger foot to ‘drag’/‘roll’ the ball in a different direction. Children are to practise turning with the ball.</p> <p>Turning game – children are to be dribbling a ball, when the teacher says turn they are to turn with the ball and move in a different direction (making sure they are considering the space they need).</p>

	<p style="text-align: center;">6</p> <p style="text-align: center;">Applying Skills</p>	<p>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</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should develop fundamental movement skills – kicking</p>	<p>See knowledge from lessons 1 – 5.</p>	<p>See knowledge from lessons 1-5.</p>	<p>Practising skills developed this half term – you may wish to focus on a skill the children have struggled with. Provide the children with a variety of activities which focus on:</p> <ul style="list-style-type: none"> • Shooting • Dribbling • Passing
	<p style="text-align: center;">7</p> <p style="text-align: center;">Mini Match</p>	<p>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</p> <p>Access a broad range of opportunities to extend their</p>	<p>I know how to play in a game.</p> <p>I know how to follow rules in a game.</p>	<p>I know that football has rules.</p> <p>I know that I must listen to the referee.</p> <p>I know that I need to score goals to win..</p>	<p>Mini match style game – children are to be put into teams of 5 and play a 5v5 football match.</p>

		<p>agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Become increasingly competent and confident</p> <p>Pupils should develop fundamental movement skills – kicking</p>			
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PE – Year 2 – Summer 2 – Games - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Knowledge	Activity Outline
<p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>1</p> <p>Attacking and Defending</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Disciplinary Knowledge</p> <p>Procedural Knowledge</p> <p>I know how to defend by closing space.</p> <p>I know how to attack by making the defender move in different ways.</p> <p>I know why defending will stop the other player scoring.</p>	<p>Substantive</p> <p>I know that attacking and defending use different skills.</p> <p>I know that attacking lets you score.</p> <p>I know that defending means to stop the other team/player to score.</p>	<p>Teaching defending skills e.g. keeping your legs together so that the attacker cannot throw the ball through. Practising throwing a ball/beanbag into a hoop with a partner – the partner is to defend the hoop. Discuss simple tactics.</p>
	<p>2</p> <p>Attacking and Defending</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>I know how to defend by closing space.</p> <p>I know how to attack by making the defender move in different ways.</p> <p>I know why defending will stop the other player scoring.</p>	<p>I know that attacking and defending use different skills.</p> <p>I know that attacking lets you score.</p> <p>I know that defending means to stop the other team/player to score.</p>	<p>Game style lesson – groups of six (three defenders and three attackers). Two hoops are to be set up 2m apart from each other – attackers are stuck and must throw beanbags into the hoops which are being defended by the defenders. Switch over roles. Which team scores the most? Which team has the best tactics?</p>

<p>Pupils should be taught to:</p> <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. Perform dances using simple movement patterns. 	<p>3</p> <p>Tag Game</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should develop fundamental movement skills- throwing</p> <p>Become increasingly competent and confident</p>	<p>I know how to find space.</p> <p>I know how to sprint away from the tagger.</p> <p>I know why it is important to find space.</p>	<p>I know that I need to stay away from the tagger.</p> <p>I know that I need to find space to not be tagged.</p>	<p>Trying to avoid a partner during Stuck in the Mud style game using equipment:</p> <ul style="list-style-type: none"> Child who is holding a ball is 'stuck' and need to hit a cone with a ball to be able to move. <p>Children who do not have a ball are the defenders and need to stop the other child from hitting a cone with the ball – discuss good defending.</p>
	<p>4</p> <p>Striking and Fielding</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should develop fundamental movement skills, become increasingly</p>	<p>I know how to bowl a ball.</p> <p>I know how to strike a ball with equipment.</p> <p>I know why it is important to make good contact in the strike.</p>	<p>I know that I need to hit the ball with a piece of equipment.</p> <p>I know that I must run towards a base once hitting the ball.</p>	<p>Recap skills learnt during ball skills – how to hit a ball using a bat</p> <p>Game – feeders are to stand in a hoop and throw the ball to the fielder. Batter is to hit the ball to a coloured cone at varying distances, when a cone is hit points are scored. Batter must also run once they have hit the ball – e.g. cricket style game.</p>

		competent and confident – throwing, running			
	5 Team Games	Participate in team games, developing simple tactics for attacking and defending. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should develop fundamental movement skills, become increasingly competent and confident – throwing, running, hopping, jumping and leaping.	I know how to sprint. I know how to create tactics with my team. I know why tactics are important.	I know that I must play within a team. I know that I must communicate with a team. I know that I must be fast in collecting the objects.	Split the class into four groups and play a team style game. E.g. collecting items from the middle of the hall. Which group can do it the fastest? Incorporating team tactics – E.g. introducing a point scoring system of more complexity (a large ball may be worth more points than a small ball) and children are to use tactics to know to collect the large balls first. Alternate how the children are to travel.
	6 Creating Team Games	Participate in team games, developing simple tactics for attacking and defending. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	I know how to create rules for a game, I know how to work as a team to make a game. I know how to improve a game. I know why rules are important.	I know how to work in a group to make a game. I know that a game needs a scoring system. I know that games need rules.	Children are to create their own team game with rules, with some teacher guidance – incorporating attacking and defending skills as well as an increasing knowledge of tactics.

		Pupils should develop fundamental movement skills, Become increasingly competent and confident			
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