



Physical Education Statement of Intent

At Whinstone Primary School, we aim to develop children who will be physically active and can flourish in broad and balanced PE curriculum. We believe physical education develops skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. PE at Whinstone delivered by a qualified PE specialist encourages pupils to enjoy being physically active whilst developing their skills in a range of activities. All pupils have the opportunity to participate in numerous sporting festivals where they are encouraged to work with others and develop their sense of sportsmanship and fair play.

In KS1 children develop their fundamental movement skills in a broad range of activities such as basketball, hockey, tennis and athletics. They also have the opportunity to engage in competitive and challenging situations as an individual and with others. They are taught to master basic movements such as running, jumping, throwing and catching along with balance, agility and co-ordination. They also develop simple tactics of attacking and defending in team games as well as perform simple movement patterns in activities such as dance and gymnastics.

All pupils leaving primary school (to be) physically literate and with the knowledge and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.





Whinstone Primary School Year 2 Physical Education



Physical Education KS1 National Curriculum

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. 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 be taught to:

- 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.



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Physical Education Implementation

Physical Education is taught as an area of learning in its own right as well as integrated with other curriculum areas where appropriate and especially where we can promote healthy lifestyles. It is timetabled to be taught for two sessions per week.

Year 2 Physical education Implementation – Key Concepts	
<p>The Key Concepts of Physical Education at Whinstone are:</p> <ul style="list-style-type: none"> • Outwitting Opponent • Accurate Replication of Actions • Performing at Maximum Levels • Exercise Safely and Effectively 	

In Year 2 the Key Concepts of Physical Education are taught through the following sequence of topics:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor PE	Netball	Gymnastics	Basketball	Dance	Badminton	Indoor Tennis
Outdoor PE	Multi-Skills	Football	Multi-Skills	Hockey	Athletics	Cricket/Rounders

Topic Specific Vocabulary					
Dance	Football	Gymnastics	Netball	Badminton	Multi-Skills
Movement	Dribble	Floor Work	Throw	Badminton racket	Run
Patterns	Pass	Jump	Catch	Shuttlecock	Speed
Shapes	Control	Roll	Still	Hitting	Chase
Direction	Shoot	Routine	Shoot	Height	Jump
Warm-up	Goal	Gym mats	Teamwork	Forehand	Throw
Levels	Teamwork	Warm-up	Marking	Backhand	Catch
Actions	Marking	Pair work	Rules	Rally	Pass
Hockey	Basketball	Athletics	Indoor Tennis	Cricket/Rounders	Balance
Safety	Dribble	Run	Tennis Racket	Bowl	Teamwork
Hockey Stick	Throw	Speed	String	Throw	Aiming
Dribble	Pass	Throw	Tennis Ball	Catch	Direction
Push Pass	Catch	Jump	Control	Bat	Awareness
Control	Shoot	Relay	Hitting	Hitting	Control
Shoot	Teamwork	Teamwork	Forehand	Rules	Space
Goal	Marking	Lane	Backhand	Teamwork	Levels
Teamwork	Rules	Technique	Court	Positions	Reaction



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These key concepts and knowledge will be taught and reinforced through the development of these specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Physical Education at Whinstone.

Outwitting Opponent			Accurate Replication of Actions		Performing at Maximum Levels	Exercise Safely and Effectively
Invasion games	Striking and Fielding games	Net games	Dance	Gymnastics	Athletics	Multi-skills
Performance of basic skills in a static situation. Vary types of throwing. Basic marking in a game. Small amount of basic rules. No positions included. No focus on winning and losing but taking part. Large balls.	Basic bowling technique. Basic throwing techniques from a short and static position – under and overarm. Basic catching skills – two hands. Basic batting skills. Basic rules of the games. Performance of basic positions.	Hitting of the ball / shuttle towards a partner and over some cones. Returning of the ball / shuttle to a partner over cones. Short rallies. Simple rules. Adapted scoring. Single games.	Basic patterns such as box steps. Individual work. Levels and Directions. Speed, actions and movements. Teacher led routine.	Basic jumps such as pencil, tuck and star. Basic rolls such as log, pencil and teddy bear. Link basic jumps and rolls together as an individual and in pairs. Teacher led routines.	Attempt different distance running events. Attempt different techniques for running events. Attempt different throwing and jumping field events. Attempt the different techniques required for field events. Take part in a team in relay events.	Implement chasing and catching successfully the majority of the time. Aim at different targets from different distances. Perform varying speeds related to different situations. Analyse different situations, make decisions and react to different scenarios. Work with a large number of others in a co-ordinated manner in different situations. Know and implement various tactics in different situations correctly.



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Physical Education Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within Key Concepts.

Key Concept	Meeting expectations
Outwitting Opponent	I can dribble a ball around obstacles using the correct body part or equipment
	I can pass a ball to a partner with the correct body part or equipment
	I can make a target for my partner to aim for
	I can retrieve a ball and send it using a throw or kick or hit
	I can mark the other team players
	I can shoot with a ball at the goal / basket
	I can avoid the goalkeeper to score a penalty kick
	I can stop a goal being scored using the correct body part or equipment
	I can hold a racket using the handshake grasp
	I can roll a ball around the rim of a tennis racket when stationary
	I can volley on the spot using forehand and backhand
	I can hit a ball or shuttlecock to my partner using the correct technique
	I can serve a ball with control from a single bounce
	I can have a short rally with my partner over a small obstacle
	I can bowl a ball
	I can throw a ball underarm and overarm at a target
	I can catch a ball with two hands
	I can hit a ball with a bat
	I can help my team to score points in a striking and fielding game
	I can help my team to stop somebody scoring points in a striking and fielding game
I can work as a team	
I can follow the basic rules and play small sized games	
Accurate Replication of Actions	I can copy and repeat more complex actions (travel, change direction, gestures)
	I can confidently travel in different ways
	I can create different shapes with my body
	I can dance at different levels and speed
	I can show co-ordination in my dance moves
	I can move my body to a given beat
I can create and invent my own movements	



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	I can create a short routine with support from a peer or an adult
	I can use dance vocabulary (step, clap, tap, jump, slide, hop, travel)
	I can perform different jumps e.g. tuck
	I can perform different rolls e.g. forward
	I can link jumps and rolls together
	I can balance on different apparatus (e.g. overturned bench)
	I can perform a simple gymnastic routine independently or a with a partner
	I can use gymnastics vocabulary (point, turn)
Performing at Maximum Levels	I can run at different speeds
	I can run different distances
	I can run in a straight line
	I can use my arms correctly to help me to run faster
	I can work as a team
	I can show different throwing and jumping techniques
	I can set myself a target (e.g. to run faster, to throw further, to jump higher)
Exercise Safely and Effectively	I can explain what being active means
	I can tell you what being healthy is
	I can name the parts of my body I use in different areas of PE