



Ready,  
Respectful,  
Safe

## Year 2 PE Overview

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>PE- Year 2</b>	<b>KS1 NC Objectives</b>		
	<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. 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 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.</p>		
	<p style="text-align: center;"><b>Fundamental skills</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To move with increasing control, changing direction and speed when playing avoiding and chasing games.</li> <li>To move in a range of different ways showing increasing control and good balance.</li> <li>To manoeuvre a tennis ball with good control using a tennis racket.</li> <li>To use one or two hands to dribble a ball, including changing speed and direction.</li> <li>To dribble a ball using feet, including changes of speed and direction.</li> </ul>	<p style="text-align: center;"><b>Gymnastics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To further develop basic shapes and ways to travelling including with body weight partly supported by hands.</li> <li>To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance.</li> <li>To demonstrate strength and control when performing balances using different body parts.</li> <li>To perform a forward roll with control and with a clear starting and finishing position.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To remember and repeat short sequences of movements.</li> </ul>	<p style="text-align: center;"><b>Games</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To dribble a ball, including changing speed and direction (hand and feet).</li> <li>To throw underarm with increasing accuracy, including to high, low, stationary and moving targets.</li> <li>To run after and towards a rolling or bouncing ball, retrieve and throw to return.</li> <li>To throw accurately and with control when moving.</li> <li>To strike a ball away from a partner or towards a stationary target.</li> </ul> <p><b>Thinking outcomes-</b></p>

	<ul style="list-style-type: none"> <li>• To use two hands to send a large ball accurately.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify space and move into it when playing chasing and avoiding games.</li> <li>• To discuss which skills they can use within a game.</li> <li>• To discuss which techniques they can use to help them balance.</li> <li>• To understand and follow the rules for different types of games.</li> <li>• To use skills when under pressure during personal best challenges.</li> <li>• To use game specific basic tactics to score more points.</li> <li>• To keep possession of the ball and choose the right time to attempt to score.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To talk about which skills and ideas they have used including how they have helped them to perform better in a competitive game.</li> <li>• To watch what others, do and describe what they see.</li> </ul>	<ul style="list-style-type: none"> <li>• To link a shape with a travelling action.</li> <li>• To comment on an action, movement or shape that has been performed well, or could be improved.</li> <li>• To describe what they have seen in detail using gymnastic language.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To describe what they have seen (individual actions, shapes and sequences).</li> <li>• To watch a specific element of a performance and talk about what they have seen.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To think about how their body feels when performing a range of balances discussing what they think is happening.</li> <li>• To describe what happens to their bodies when there is a change in the intensity of an activity.</li> <li>• To describe how to show body tension- using multiple muscle groups to keep the body still.</li> </ul> <p style="text-align: center;"><b>Athletics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To perform jumps with control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• To use comments from the teacher and other children to identify high-quality skills and improve their performance.</li> <li>• •To choose the skills and ideas that meet the needs of a specific game.</li> <li>• •To keep possession of the ball and choose the right time to attempt to score.</li> <li>• •To choose the best way for a team or individual to score points.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify high-quality skills and performances and copy them.</li> <li>• To identify the skills and ideas they perform well.</li> <li>• To identify the skills and ideas others perform well, including identifying successful tactics as part of a game.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explain the benefits of a thorough warm up.</li> <li>• To explain why the heart beats faster as they move faster.</li> <li>• To use appropriate language to describe the changes to their bodies during exercise (heart</li> </ul>
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	<ul style="list-style-type: none"> <li>• To watch each other perform and identify the ideas and skills being used.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To describe how their body feels after a running activity.</li> <li>• To explain how to make an activity safe by introducing/changing equipment and/or the number of children.</li> </ul> <p style="text-align: center;"><b>Dance</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explore, remember and link a range of actions, performing them with increase control.</li> <li>• To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.</li> <li>• To compose and perform a short dance phrase which includes elements of unison and/or canon.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To describe the actions created and give simple reasons for why they were performed at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• To use agility to change direction at pace.</li> <li>• To underarm throw for accuracy and develop overarm throw for accuracy and power.</li> <li>• To improve children’s ability to jump further using a variety of jumps.</li> <li>• To apply jumping, agility and throwing skills across different events.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To provide feedback on technique to a partner.</li> <li>• To explain when I need to use agility.</li> <li>• To explain what accuracy means.</li> <li>• To explain when to use underarm and when to use overarm throw.</li> <li>• To select jumps to use in the competition, describing why this type of jump was chosen.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To use comments from the teacher and other children to improve their own performance.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand what a warm-up is and how it prepares them for the lesson.</li> <li>• To talk about how being out of breath can affect their performance.</li> </ul>	<p>rate, temperature increase/decrease).</p> <ul style="list-style-type: none"> <li>• To explain how to make an activity safe.</li> </ul>
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	<ul style="list-style-type: none"><li>• To comment on an action, movement or shape that has been performed well.</li><li>• To use comments from the teacher and other children to improve their own performance.</li></ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"><li>• To identify the skills and ideas they perform well.</li><li>• To describe how a dance makes them feel and identify what they like and dislike about a performance.</li><li>• To identify the skills and ideas others perform well.</li></ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"><li>• To explain the benefits of a thorough warm up.</li><li>• To explain why the heart beats faster as they move faster.</li><li>• To use appropriate language to describe the changes to their bodies during exercise (heart rate, temperature increase/decrease).</li></ul>	<ul style="list-style-type: none"><li>• To find their heartbeat and describe how it beats.</li></ul>	
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Vocabulary	<p><b>Underarm, control, balance, dribble, speed, accurate, direction.</b></p> <p><b>Character, feeling, levels, speed, canon, unison, language related to theme.</b></p>	<p><b>Straddle, star, pike, tuck, straight, tense/tension, strength, control.</b></p> <p><b>Agility, underarm, overarm, accuracy, heartbeat, performance</b></p>	<p><b>underarm, control, dribble, speed, rally, accurate, direction, strike.</b></p>