**Year 2 PE-Curriculum Map.**

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| 6 Strands of PE  (Golden Thread) | Skills taught. | End Points to be achieved by  the end of the year. |
| Fundamental skills. | Hop  Move carefully retaining my balance.  Travel backwards safely.  Share space considerately.  Jump in a variety of ways.  Land safely in different jumps  Combine a run and a jump.  Dodge  Move safely with awareness of others.  Evade others.  Skip using a rope.  Jump in a variety of ways.  Jump for height.  Broad jump for distance  Show a sense of anticipation to begin work.  React quickly.  Demonstrate agility, balance, and coordination.  Demonstrate a variety of athletic techniques competently | To develop the fundamental movement skills. |
| Dance. | Use my body and create theme related shapes, movements, and actions.  Use my body to express simple theme related shapes, movements, and feelings.  Travel safely and creatively in space.  Show different levels when I travel.  Use poems to create shapes, movements, and actions.  Remember and perform a simple sequence of movement.  To perform a simple sequence to an 8-16 count.  To perform a simple sequence to a 16-32 count.  To perform a simple sequence in time to the music. | To be able to perform a simple sequence, movement, shape, or pattern with rhythm. |
| Gymnastics 3 strands as they progress through the school.  Movement  Balance  Partner/group work. | Jump with a 90 degree turn.  Turn through 180 degrees.  Jump through 180 and 270 degrees from a standing start  Create a sequence in zig zag pathways.  Demonstrate variety in my movements.  Perform with clear starting and finishing positions.  Demonstrate zig zag and straight pathways in my sequence work.  Work at all 3 levels  Perform a sequence of moves in a curved pathway.  Travel backwards and sideways as part of a sequence.  Link my movements together well.  Perform a variety of moves on floor and apparatus using different pathways..  Perform a twist and then roll.  Change my pathway after each roll by spinning.  Change the point of contact in balances by leading into the next balance by twisting.  Twist my body, whilst firstly in motion and then in balance  Twist whilst in inversion  Perform counterbalances against the apparatus.  Work in synchronisation with a partner to perform different balances and twists | To learn and develop fundamental gymnastics skills safely on a range of apparatus. |
| Invasion Games | To move my opponent around designated playing area when playing against them.  Understand some principles of attacking and defending  Track an opponent.  Intercept a pass.  Dodge to beat an opponent.  Close the space down that attackers have to work in  To keep my body between the ball and my opponent to shield it.  Compete with some spatial awareness in team games.  Pass and move decisively | To explore attack and defence as part of a team in preparation for a range of sports. |
| Net and Wall Games. | Send and receive a ball with some degree of accuracy.  What a position of readiness looks like  Strike a ball with some degree of accuracy.  Volley a ball by getting in line and underneath it.  Keep a rally going with a partner.  Develop a good grip and stance.  Begin to strike with more consistency and accuracy.  Return a ball, after one bounce, that has been thrown to me by a partner.  Begin to rally a few shots with more success.  Move fluently around the court | To be able to play shots/strokes as part of a rally on a court. |
| Striking and fielding Games. | Throw a ball underarm with either hand with some accuracy at a target.  Kick a ball with some accuracy.  Roll with good technique with either hand.  Roll with some accuracy with either hand.  Strike a ball, with a racket or bat.  Strike a ball off a tee.  Catch a ball after one bounce.  Stop the ball consistently.  Pick up a ball one handed and return it underarm.  Make along barrier.  Chase a ball and throw it back accurately.  Strike a moving ball. | To be able to move around a confined area, stop a ball and return it accurately.  To strike a rolling ball. |