



Subject: PE

Topic: Fundamentals

Year group: 2

Term: Summer 1

National Curriculum Objectives:

KS1: master basic movements including running, jumping and throwing.

Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Questions

- How can squeezing our muscles help us stay balanced when we move or hold a position?
- How can swinging our arms forwards help us jump further?
- How can looking straight ahead help us stay steady when hopping and landing?
- How can swinging opposite arm to leg help us balance when skipping without a rope?

Substantive Knowledge (key facts, dates and concepts)

Running: To know that bending my knees helps me to stop in a balanced position. To know that running on the balls of my feet, taking big steps and having my elbows bent will help me to run faster.

Balance: To know and understand that squeezing my muscles helps me to balance.

Jumping: To know that swinging my arms forwards will help me to jump further.

Hopping: To know that if I look straight ahead it will stop me falling over when I land.

Skipping: To know that I should swing my opposite arm to leg to help me balance when skipping without a rope.

Prior Learning:

In Year 1:

- Attempt to run at different speeds showing an awareness of technique.
- Begin to link running and jumping movements with some control.
- Jump, leap and hop and choosing which allows them to jump the furthest.
- Throw towards a target.
- Show some control and balance when travelling at different speeds.
- Begin to show balance and co-ordination when changing direction.
- Use co-ordination with and without equipment.

Future Learning

In Year 3:

- Show balance, co-ordination and technique when running at different speeds, stopping with control.
- Link running, hopping and jumping actions using different take offs and landings.
- Jump for distance and height with an awareness of technique.
- Throw a variety of objects, changing action for accuracy and distance.
- Demonstrate balance when performing other fundamental skills.
- Show balance when changing direction in combination with other skills.
- Can co-ordinate their bodies with increased consistency in a variety of activities.

Disciplinary Knowledge (thinking and working like an athlete)

- **Running:** demonstrate balance when changing direction. Clearly show different speeds when running.
- **Balancing:** demonstrate balance when performing movements.
- **Jumping:** demonstrate jumping for distance, height and in different directions.
- **Hopping:** demonstrate hopping for distance, height and different directions.
- **Skipping:** explore single and double bounce when jumping a rope.

To be able to explore how the body moves at different speeds.

To be able to develop changing direction and dodging.

To be able to develop balance, stability and landing safely.

To be able to explore and develop jumping, hopping and skipping actions.

To be able to develop co-ordination and combine jumps.

To be able to develop combination jumping and skipping in an individual rope.

Sequence of lessons

1. Explore how the body moves at different speeds.

Sticky Knowledge

1. What is speed? (Speed is how fast or slow we move.) – EYFS/Y1
2. How can our body move at different speeds? (We can walk, jog, run, or sprint.)- EYFS/Y1
3. How can swinging our arms help us sprint faster? (Swinging our arms helps drive our body forward.) – Y1/Y2

Intent

Substantive knowledge: To know that our body can move at different speeds and that our movements change as speed increases.

Disciplinary knowledge: To explore moving at different speeds using control, coordination, and awareness of how the body changes at different speeds.

2. Developing changing direction and dodging.

Sticky Knowledge

1. What does dodging mean? (Dodging is moving quickly to avoid a person or object.) – Y1
2. Why do we bend our knees when changing direction? (Bent knees help us stay balanced and ready to move.) – Y1
3. How can staying on the balls of our feet help us dodge? (It helps us move quickly and change direction faster.) – Y1

Intent

Substantive knowledge: To know that agility, balance, and body position help us change direction and dodge effectively.

Disciplinary knowledge: To develop changing direction and dodging skills using agility, control, and awareness of space.

3. Developing balance, stability and dodging.

Sticky Knowledge

1. How can squeezing our muscles help us balance? (It helps keep our body strong and stable.) – Y2
2. How can bending our knees help us when we land? (It helps us land softly and stay balanced.) – Y1
3. Why do we take bigger steps when sprinting? (Bigger steps help us cover more distance quickly.) – Y1/Y2

Intent

Substantive knowledge: To know that balance, stability, and correct landing technique help us move safely and with control.

Disciplinary knowledge: To develop balance, stability, and safe landing skills through controlled movement and body awareness.

4. Developing explore and develop jumping, hopping and skipping actions.

Sticky Knowledge

1. What is the difference between a jump, a hop, and a skip? (A jump takes off and lands on two feet, a hop uses one foot, and a skip combines a step and a hop.) – Y1/Y2
2. Why do we bend our knees before jumping or hopping? (Bent knees help us push off with more power.) – Y1
3. How can swinging our arms help us? (Our arms help with balance and power.) – Y1/Y2

Intent

Substantive knowledge: To know that balance, coordination, and body control help us perform jumping, hopping, and skipping actions successfully.

Disciplinary knowledge: To explore and develop jumping, hopping, and skipping actions using control, rhythm, and safe movement techniques.

5. Developing co-ordination and combine jumps.

Sticky Knowledge

1. How can swinging our arms help when jumping? (Our arms help with balance, power and height and distance) – Y1/Y2
2. Why is it important to look straight ahead when hopping or jumping? (It helps me stay balanced and stop me from falling over when I land.) – Y2
3. How can swinging opposite arm to leg help us balance when skipping without a rope? (It helps us stay balanced and keep control) – Y2

Intent

Substantive knowledge: To know that coordination, timing, and control help us combine different jumps successfully.

Disciplinary knowledge: To develop coordination by linking and performing a variety of jumps with control, rhythm, and balance.

6. Develop combination jumping and skipping in an individual rope.

Sticky Knowledge

1. Why is timing important when jumping and skipping with a rope? (Good timing helps us jump over the rope successfully.) – Y1/Y2
2. Why do we stay on the balls of our feet when skipping? (It helps us move lightly, quickly, and stay balanced.) – Y1
3. Why do we swing the rope at a steady speed? (A steady rhythm helps us keep control and continue skipping.)- Y1

Intent

Substantive knowledge: To know that timing, rhythm, and coordination help us combine different jumps and skips in an individual rope.

Disciplinary knowledge: To develop combination jumping and skipping skills using an individual rope with control, coordination, and rhythm.



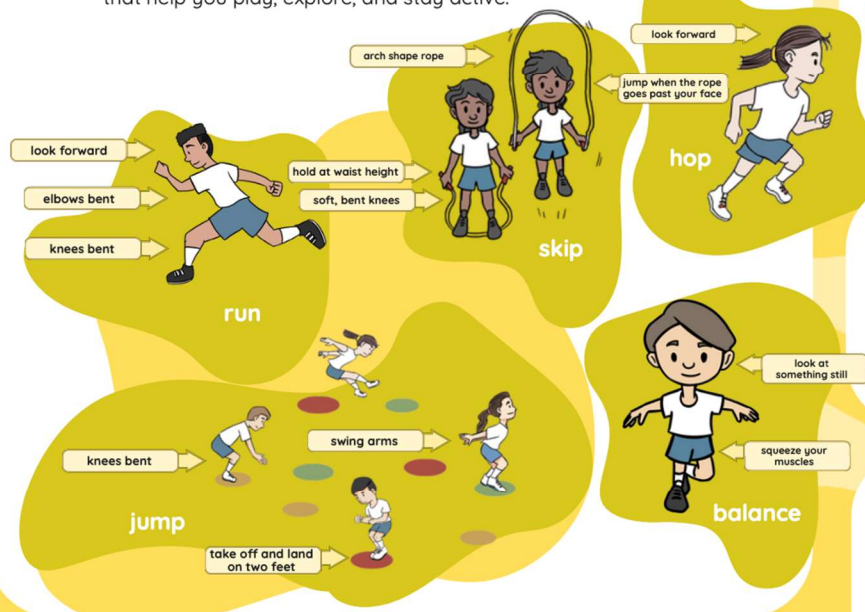
Get Set 4
Education

Knowledge organiser

Fundamentals Year 2

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Ladder Knowledge



Running:

Bending your knees helps you to stop in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing:

Squeezing your muscles helps you to balance.

Jumping:

Swinging your arms forwards will help you to jump further.

Hopping:

If you look straight ahead it will stop you from falling over when you land.

Skipping:

Swing opposite arm to leg to help you to balance when skipping without a rope.

Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

This unit will also help you to develop other important skills.

Social

collaboration, respect, take turns, communication, encourage others

Emotional

determination, honesty, perseverance

Thinking

comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move in a safe way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Footwork Frenzy



What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 1. Run through the gaps, placing one foot in each. Go as quickly as you can.
 2. Jump two footed in each gap? Then backwards.
 3. Jump feet wide, then feet together in the gaps.
 4. Hopscootch. 1 foot, two feet, 1 foot, 2 feet etc
 5. Rotate to turn sideways on each jump in the gaps.



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Key Vocabulary



balance

dodge

hop

hurdle

jump

land

run

skip

speed

sprint

swing

take off

weight

If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger

Head to our youtube channel to watch the skills videos for this unit.



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