

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

How do we use our body to stay balanced?

Which jump do you find easiest/hardest? Why?

What different ways can we throw?
How do we use our body differently to do these?

What is a Personal Best?
Why is it good to try to improve your PB?

Knowledge Organiser - Year 2 Athletics (Field)

National Curriculum Objectives:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination and apply these in a range of activities
- Be able to engage in competitive (against self and others) and co-operative physical activities.

Curriculum Pillars being taught:

Learners for Life: Develop a love of being active in different ways through a wider range of activities.

Connectivity: Be able to link activities together that are similar and give a reason why.

Key Learning:

- Jump confidently and accurately using different foot combinations individually and in sequences.
- Jump from a standing position with control to gain distance.
- Jump over small barriers with control and accuracy.
- Begin to develop technique for overarm and underarm throwing for distance.
- Be able to accurately and fairly mark a partner's throw.

Key Vocab:

Standing jump – jumping from standing still (no run up)

Jump for Distance – trying to jump as far as you can (eg long jump)

Jump for height – trying to jump as high as you can (eg high jump)

Hurdle – a barrier that you jump over when running

Overarm throw – moving your arm above the shoulder to throw

Underarm throw – swinging your arm below the shoulder to throw

Mark a throw – place a marker where the object (eg ball) first lands when it has been thrown

PB – Personal Best

Key Questions:

How do we use our body to jump?

What can you do to help yourself jump higher or further?

What are the differences between an overarm and an underarm throw?

What can you do to get more distance when you throw?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What parts of our body do we use to run?

What can you do to help yourself run faster?

How does a 'good sport' behave?

Do you think you are a good sport? Why? What do you do?

Knowledge Organiser - Year 2 Athletics (Track)

National Curriculum Objectives:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination and apply these in a range of activities
- Be able to engage in competitive (against self and others) and co-operative physical activities.

Curriculum Pillars being taught:

Enquiry: Use guided discovery activities to explore ideas and skills. Answer recall questions and begin to answer basic open questions.

Learners for Life: Develop a love of being active in different ways through a wider range of activities.

Key Learning:

- Be able to move at speed with control.
- Be able to change speed and direction when running.
- Begin to pace yourself in a running game or race.
- Be able to describe how your body feels after running different distances.
- Cooperate and compete fairly against others.
- Take part in different running games and races to develop control and agility.

Key Vocab:

Pace/speed – how fast you run

Control – being able to stop or change direction quickly and safely

Compete – take part in a competition

Competition – when you are doing something to try to win (eg a race)

Cooperate – work with other people to do something

Obstacle Course – a course that includes lots of different actions and movements eg running, jumping, crawling, balancing.

Key Questions:

How does your body feel when you've been running?

Does your body feel different after running for a longer time compared to a short time?
How?

How can we make sure that we are safe when we are playing running games?

How do you use your body to run fast?

KEY PROGRESS QUESTIONS - PREVIOUS LEARNING

What is important when passing to a team mate?

When dribbling or passing what can you do with your eyes to help?

What are the surfaces of the foot?
Which is the biggest? Which is the smallest?

What makes a successful dribble?

Knowledge Organiser - Year 2 Football

National Curriculum Objectives:

- To participate in team games.
- Develop simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching.
- Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Collaboration: Work positively in a team or small group.

Ambition and Fairness: Understand why rules are needed and apply them fairly.

Key Learning:

- Pass the ball accurately using all surfaces of the foot.
- Link passing and moving.
- Find space to receive the ball.
- Change direction effectively when dribbling.
- Play in competitive situations.
- Play in 1 v 1, 2 v 1 and 2 v 2 games.
- Work with others positively in pairs and small groups.

Key Vocab:

Passing and moving – creating space to pass and receive the ball while passing accurately

Dribbling – moving and changing direction while keeping the ball under control

Attacking - aiming to score/gain a point

Defending – preventing attackers from scoring a point

Team – a group of people working together to be successful

Communication – sharing or passing on information or ideas

Key Questions:

What can you do to receive the ball?

What surfaces of the foot suit shorter passes? Why?

Keeping possession of the ball is important.
How can we do this as a team?

Why is it important to use communication effectively?

Knowledge Organiser - Year 2 Net/Wall Games

National Curriculum Objectives:

- Develop balance, agility and coordination and begin to apply these in a range of activities.
 - Develop simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching.
 - Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Collaboration: Work positively in a team or small group.

Ambition and Fairness: Understand why rules are needed and apply them fairly.

Key Learning:

- Throw a ball/object with control over a net.
- Throw a ball/object into space or at a target with growing accuracy.
- Be able to identify where the space is on a court.
- Track a ball/object and move to catch it with one/two hands or hit it with a racket.
- Run forwards/backwards/sideways to catch or hit a bouncing ball.
- Use different footwork patterns to move around the court with control.

Key Vocab:

Court – the lined area that a net game is played in

Shot – hitting/throwing the ball to try to win a point

Space – a place on the court not near your opponent

Serve – the first throw/shot to start a game

Target – an object or point that you are aiming to hit

Underarm throw – a one-handed throw swinging your arm below waist height

Lob – a ball that goes high in the air over your opponent's head

Accurate – hitting/throwing the ball or object to the place you want it to go

Key Questions:

What can you do to make it difficult for your opponent to get to the ball/object?

What can you do to make sure your throw/hit is accurate?

Where is the space on a court?

Why is it important to know where the space is on court?

Knowledge Organiser - Year 2 Netball

National Curriculum Objectives:

- To participate in team games.
- Develop simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching.
- Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Connectivity: Be able to link activities together that are similar and give a reason why.

Ambition and Fairness: Understand why rules are needed and apply them fairly.

Key Learning:

- Pass the ball using chest and bounce passes
- Stand still when in possession of the ball
- Work in teams to keep possession of the ball
- Win possession by intercepting the ball
- Score using a range of targets
- Apply basic rules to competitive situations

Key Vocab:

Chest pass – a two-handed pass where the ball is held at chest height when it is thrown

Bounce pass – a two-handed pass where the ball bounces once before the other player catches it

Intercepting – winning the ball as it is being passed from one player to another

Possession – when you or your team have the ball

Court – the area a netball match is played on

Footwork – rule in netball which means you can't move with the ball

Key Questions:

What can your team do to keep possession of the ball?

When would you use a chest pass/bounce pass in a game?

What do the other players on your team need to do when you have the ball?

Why do you want to try to intercept the ball?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What makes someone a good partner to work with?

Can you describe to someone else something they have done well in the lesson?

How do rules help games/challenges to be fair?

Why is it important to encourage other people in what they're doing?

Knowledge Organiser - Year 2 OAA

National Curriculum Objectives:

- Master basic movements including running, jumping, throwing and catching.
- Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Collaboration: Work positively in a team or small group.

Enquiry: Use guided discovery activities to explore. Answer recall questions and begin to answer basic open questions.

Key Learning:

- Listen to and follow instructions
- Devise solutions to challenges
- Participate in a variety of activities that involve working with others
- Use basic movements to complete the activities
- Talk about what they have done and explain ideas to others.
- Make changes to ideas to improve them by recognising what went well or what might work better.

Key Vocab:

Instructions - information explaining how to do something

Explain – make something clear to someone

Describe – give a detailed account

Communicate – share or pass on information or ideas

Cooperation – working together

Key Questions:

What do we need to do when we're working as a group?

Explain what went well when you completed that activity.

What could you make/do even better if you do the activity again?

What did you do well?
What could you challenge yourself to do even better?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

Where will you try to throw/hit the ball during a game?

How can you work as a team with your partner when you are fielding?

What is it important to do when you are trying to hit a ball?

What can you do when you're aiming at a target/space to be accurate?

Knowledge Organiser - Year 2 Striking and Fielding

National Curriculum Objectives:

- Develop balance, agility and coordination and begin to apply these in a range of activities.
 - Develop simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching.
 - Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Enquiry: Use guided discovery activities to explore ideas and skills. Answer recall questions and begin to answer basic open questions.

Learners for Life: Develop a love of being active in different ways through a wider range of activities.

Key Learning:

- Use a basic underarm throw to place a ball in a game situation.
- Use a basic overarm throw to place a ball in a game situation.
- Catch a ball with two hands with increasing confidence.
- Strike a ball successfully with a variety of implements.
- Begin to develop fielding skills and working with others to field a ball.
- Recognise where space is in a game and try to make use of this.
- Play different small sided games to implement these skills.

Key Vocab:

Strike – hit a ball or object

Field – collect a ball(s) after it's been thrown or hit

Bowl – throwing the ball to the batter for them to hit

Space – a place on the court not near your opponent

Target – an object or point that you are aiming to hit

Underarm throw – a one-handed throw swinging your arm below waist height

Accurate – hitting/throwing the ball or object to the place you want it to go

Key Questions:

What can you do to make it difficult for your opponent to field the ball quickly?

What can you do to make your throw/hit accurate?

Where is the space in a game?

Why is it important to know where the space is in a game?

Knowledge Organiser - Year 2 Touch Rugby

National Curriculum Objectives:

- To participate in team games.
- Develop simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching.
- Engage in competitive and co-operative physical activities.

Curriculum Pillars being taught:

Collaboration: Work positively in a team or a small group.

Ambition and Fairness: Understand why rules are needed and apply them fairly.

Key Learning:

- Pass the ball accurately to another player
- Receive the ball successfully from another player
- Work in teams to keep possession of the ball
- Win possession by intercepting the ball
- Use 'touch tag' effectively to stop other players
- Apply basic rules to competitive situations

Key Vocab:

Touch – using two hands on a player's waist to stop them running with the ball

Pass – sending/throwing the ball to another player for them to catch

Receive – catching the ball successfully

Possession – when you have the ball in your hands or your team has the ball

Attacking – moving towards the opponents' target/line to score

Defending – trying to prevent the opponents scoring

Opponents – players on the team you are playing against

Key Questions:

What can your team do to keep possession of the ball?

What things do you have to think about when you're passing the ball accurately?

What can you do to help you to intercept the ball?

Why do you want to try to intercept the ball?