

Year 2 Skills and Vocabulary Progression

Year 2

Intent – aims and vocabulary Implementation

Unit – Autumn 1	Unit Outcomes
<p>Gymnastics Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances. 	<p>To know that:</p> <p>Head – Explain the differences between types of balances, such as point and patch.</p> <p>Hand – Demonstrate flexibility in movements.</p> <p>Heart – Reflect on their own performances and identify their strongest skill/action.</p> <p>Vocabulary</p> <p>Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.</p>

Unit – Autumn 2	Unit Outcomes
<p>Attack Defend Shoot Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play. 	<p>To know</p> <p>Head – Select the most appropriate skill to move forward.</p> <p>Hand – Can send a variety of different sizes and shaped balls.</p> <p>Heart – Work with a partner and in small groups to develop specific skills.</p> <p>Vocabulary</p> <p>Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.</p>

Unit – Autumn 1	Unit Outcomes
<p>Attack Defend Shoot Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g., dribbling and passing. 	<p>To be able to</p> <p>Head – Recognise you sometimes need to stay in defined areas.</p> <p>Hand – Can send a ball using feet.</p> <p>Heart – Show awareness of teammates and opponents in games</p> <p>Vocabulary</p> <p>Aim, attack, compete, control, cooperate, receive, restart, sideline.</p>

Unit – Autumn 2	Unit Outcomes
<p>Dance Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Describe and explain how performers can transition from shapes and balances. • Challenge themselves to move imaginatively, responding to music. • Work as part of a group to create and perform. 	<p>To be able to</p> <p>Head – Show confidence to perform in front of others.</p> <p>Hand – Show good timing with the music.</p> <p>Heart – Attempt to work as part of a group to perform a dance.</p> <p>Vocabulary</p> <p>Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.</p>

Unit – Spring 1	Unit Outcomes
<p>Dance Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Perform using more sophisticated formations as well as an individual. • Use the stimuli to copy, repeat and create dance actions and motifs. 	<p>To be able to</p> <ul style="list-style-type: none"> • Head – Volunteer ideas as part of a group • Hand – Perform with some expression. • Heart – Show engagement in tasks and perform with freedom. <p>Vocabulary</p> <p>Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.</p>

Unit – Spring 2	Unit Outcomes
<p>Hit Catch Run Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Work on a variety of ways to score runs in the different hit, catch, run games. • Work in teams to field. • Begin to play the role of wicketkeeper or backstop. 	<p>To be able to</p> <p>Head – Make choices about where to hit the ball.</p> <p>Hand – Attempted to play the role of wicketkeeper or backstop.</p> <p>Heart – Can work in small groups to field and bat</p> <p>Vocabulary</p> <p>Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.</p>

Unit – Spring 1	Unit Outcomes
<p>Hit Catch Run Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. 	<p>To be able to</p> <ul style="list-style-type: none"> • Head – Make choices about where to hit the ball. • Hand – Has developed hitting skills with a variety of bats. • Heart – Display sportsmanship when competing against others. <p>Vocabulary</p> <p>Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p>

Unit – Spring 2	Unit Outcomes
<p>Gymnastics Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Develop body management through a range of floor exercises. • Use core strength to link recognised gymnastics elements. • Attempt to use rhythm while performing a sequence. 	<p>To be able to</p> <ul style="list-style-type: none"> • Head – Work safely on own and with others in body management sequences. • Hand – Use core strength to link gymnastic elements, e.g., back support and L-sit. • Heart – Work with a partner to copy, create and join sequences. <p>Vocabulary</p> <p>Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, relevé, core muscles.</p>

Unit – Summer 1	Unit Outcomes
<p>Fitness Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Take part in a variety of different types of exercises to improve fitness. • Explore different workout structures and how they can impact fitness. • Describe what happens to their body during exercise, including their heart rate. 	<p>To be able to</p> <p>Head – Describe the effect exercise has on the body.</p> <p>Hand – Have control of the body during exercise.</p> <p>Heart – Show perseverance to complete activities without stopping.</p> <p>Vocabulary</p> <p>Jumps, heart rate, squats, plank skipping, strength, heart, muscles, balance, control, stamina, improve, coordination, relax, star shape, tuck shape.</p>

Unit – Summer 2	Unit Outcomes
<p>Send and Return Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics. • Transfer net/wall skills. • Improve agility and coordination and use in a game. 	<p>To be able to</p> <ul style="list-style-type: none"> • Head – Develop tactics to outwit your opponent so they cannot return the ball. • Hand – Start games using basic serving skills • Heart – Work as a team to get the ball over the net. <p>Vocabulary</p>

Front, back, tactics, compete, score, wide, deep, rotate, point.

Unit – Summer 1	Unit Outcomes
Send and return Unit 1 – 6 lessons <ul style="list-style-type: none">• Be able to track the path of a ball over a net and move towards it.• Begin to hit and return a ball with some consistency.• Play modified net/wall games throwing, catching and sending over a net.	To be able to <ul style="list-style-type: none">• Head – Decide on and play with their dominant hand.• Hand – Take part in a rally.• Heart – Play in modified games with others to send and return a ball over a net/line. Vocabulary <p>Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.</p>
Unit – Summer 2	Unit Outcomes
KS1 Fitness Unit 2 – 6 lessons <ul style="list-style-type: none">• Work at maximum effort for short periods.• Use repetition to improve movements.• Identify some benefits of whole-body exercise.• Improve repetitions over time.	To be able to <ul style="list-style-type: none">Head – Describe why water is important when exercising.Hand – Perform some movements at maximum effort.Heart – Discuss why whole-body exercises are good for me. Show balance and control in different yoga poses Vocabulary <p>Tabata, maximum effort, wall sit, crab walks, back support, recall, EMOM, reps, frequency, energy.</p>