

Year 2 - Gymnastics Unit 1

Knowledge Organiser

Prior Learning

To show a range of recognised point balances. To introduce turn, twist, rock, roll and to link these. To perform unison simple canon and unison techniques.

We are learning

1. to combine 4 elements into a floor sequence
2. to create power in a variety of different jumps
3. to take weight on our hands and move in different ways
4. to use our flexibility in a bridge and japana gymnastic shape
5. to perform the point balance arabesque
6. to perform a teddy roll

Assessment overview

Head - Explain the differences between types of balances, such as point and patch

Hand - Demonstrate flexibility in movements

Heart - Reflect on their own performances and identify their strongest skill/action

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary

Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.

Unit Focus

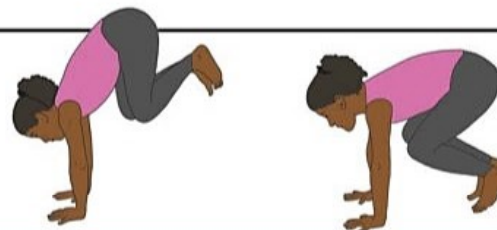
Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.

Key Questions

1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of elements?
2. Why do you think taking weight on your hands rather than your feet is harder?
3. Why did we practice on the wall before attempting a bridge on the floor?

Skill Bunny Hop

- Feet and legs should be together, bent at the knee
- Push up and away with your feet off your toes to transfer all body weight to your hands
- Practice in place first, kicking up and returning feet to the same position
- See if you can hold your weight on your hands for longer periods
- Once confident, begin to travel forward, transferring weight from feet to hands



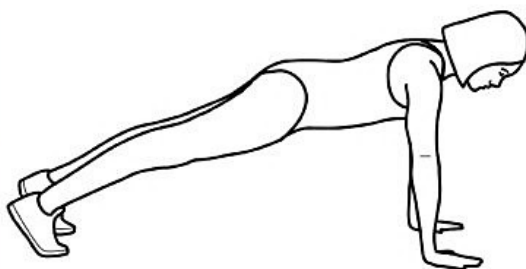
Knowledge Organiser: Year 2 Gymnastics Unit 2



Prior Learning: Can describe and explain how performers can transition and link elements. Performed with control and consistency basic actions. Created and performed a simple sequence.

Unit Focus: 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.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, and action cards.



Key Vocabulary/Skills

Releve and front support.

Body Control.

Back Support.

Frog Jump.

Rhythm in sequences.

Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth.

Head: Work safely on own and with others.

Hand: Remember and repeat sequences.

Heart: Develop character and maturity to work in close proximity to others.

Key Questions:

1. How would rhythm be shown in a sequence?
2. Are the transition smooth and continuous?
3. Say something you liked about someone else's performance.

Concepts:

One of the most important elements in gymnastics is body tension or control. Gymnasts can control the action of their body more easily (in static strength positions as well as in movement) when their body is held more tightly rather than when limbs and the core are relaxed or floppy.



Prior Learning

Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it.

We are learning...

1. to kick the ball over long and short distances.
2. to stop a ball with control using the foot.
3. to work as a team to keep the ball.
4. to bounce a ball with my partner.
5. to bounce the ball while we are moving (dribbling).
6. to pass the ball forward in a game.

Assessment Overview

Head - Recognise you sometimes needs to stay in defined areas.

Hand - Can send a ball using feet.

Heart - Show awareness of teammates and opponents in games.

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.

Vocabulary

Aim, attack, compete, control, cooperate, receive, restart, sideline.

Unit Focus

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.

Key Questions

1. How did you work well as a team?
2. How did you progress forwards up the pitch?
3. How did you attack, and how did you defend?

Rules

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.



Prior Learning

Can 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.

We are learning...

1. to throw different types of equipment.
2. to move to space after passing the ball.
3. to pass and move forwards to a target with a partner.
4. to position ourselves as a goalkeeper.
5. to intercept a ball from a person on the other team.
6. to use the skills we have developed in a competition.

Assessment Overview

Head - Select the most appropriate skill to move forwards.
Hand - Can send a variety of different sizes and shaped balls.
Heart - Work with a partner and in small groups to develop specific skills.

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, and goals.

Vocabulary

Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.

Unit Focus

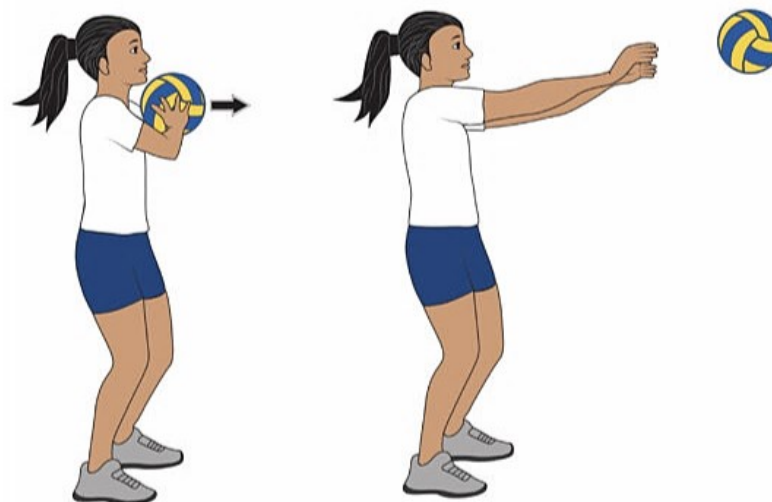
Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.

Key Questions

1. Which skills did you use in the game?
2. What is intercepting?
3. Why do we make our bodies big when being a goalkeeper?

Rules

- Goalkeepers can save the ball using their hands, legs or feet.
- Other players can only use their hands.



Knowledge Organiser: Year 2 Dance Unit 1



Prior Learning:

Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.

Unit Focus:

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.

Equipment needed: Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.



Key Vocabulary/Skills

Dance a solo.	Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying.
Dance a duet.	
Explore creative footwork.	
Discuss how performance can develop.	
Respond to visual stimulus.	

Head: Show confidence to perform in front of others.

Hand: Show good timing with the music.

Heart: Attempt to work as part of a group to perform a dance.

Key Questions:

1. What is the main mood/feeling you get from this dance?
2. What does it mean to perform as a soloist?
3. Explain what actions show the story.

Concepts:

- Solo is an individual dancing alone apart from others with independent movements.
- A duet is two people dancing together with complimentary and contrasting actions.



Knowledge Organiser: Year 2 Dance Unit 2



Prior Learning:

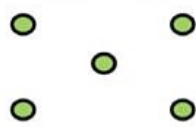
Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

Unit Focus:

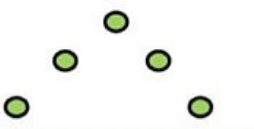
Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

Equipment needed: Music player, music, cones, hoops, throw down spots, laptop with internet access, resource cards.

Formation 1—Dice Face



Formation 2—Triangle



Formation 3—Rows



Key Vocabulary/Skills

Comment on contrasting actions.

Use a clock face to develop a dance.

Perform 'freestyle' movements.

Perform a motif to music.

Explore movement pathways.

Dynamic,
independent,
pair, clock face,
time, motif,
freestyle,
formation, on
stage, off stage.

Head: Volunteer ideas as part of a group.

Hand: Perform with some expression.

Heart: Show engagement in tasks and perform with freedom.

Key Questions:

1. What does entering stage mean?
2. What does 'freestyle' mean in dance?
3. Can you suggest a way to improve your dance?
E.g., variety of movements, improving timing and rhythm etc.

Concepts:

- On and off stage, how to move into and out of performance space.
- Freestyle dance is the when you spontaneously make movement with your body. This means you're not following choreography



Knowledge Organiser: Year 2 Hit Catch Run Unit 1



Prior Learning: Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.

Unit Focus: To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Key Questions:

1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim to the middle of a person in underarm bowling?

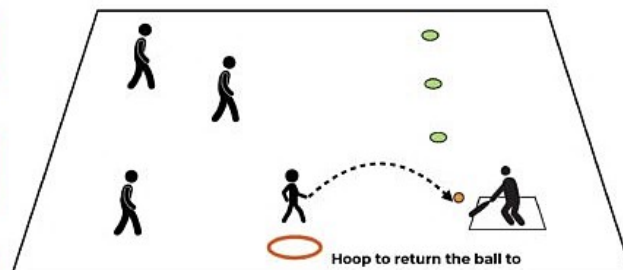
Key Vocabulary/Skills

Hitting with bats (some may still hit with hands).	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.
Use kicking to send a ball to score points.	
Use underarm bowling.	
Field to catch and throw to teammates.	
Play as part of a team to field and hit to score.	

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.



Rules:

- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.



Knowledge Organiser: Year 2 Hit Catch Run Unit 2



Prior Learning: Have developed hitting skills with a variety of bats. Practiced feeding/bowling skills. Hit and run to score points in games.

Unit Focus: 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.

Equipment needed: Small balls, large balls, balloons, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Key Questions:

1. Can you name some striking and fielding games?
2. Why is it important to get behind the ball with two hands rather than reaching with one hand?
3. How do rounders and cricket differ?

Key Vocabulary/Skills

Increase running pace to score runs and stay 'safe'

Experience the role of the backstop.

Outwit bowler to kick in different directions.

Practise the role of wicketkeeper.

Moving in line to stop the ball.

Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.

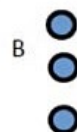
Head: Make choices about where to hit the ball.

Hand: Attempted to play the role of wicket keeper or backstop.

Heart: Can work in small groups to field and bat.

B
B
B
B

Scattered Cones



Scoring Zone



F F
F F F

Rules:

- The batter must stop running when the fielding team returns the ball to a base.
- The batter can also be caught out if the fielding team catches the ball before it bounces or if the bowler bowls and hits the stumps.



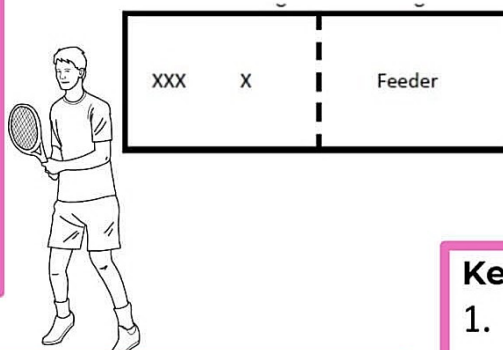
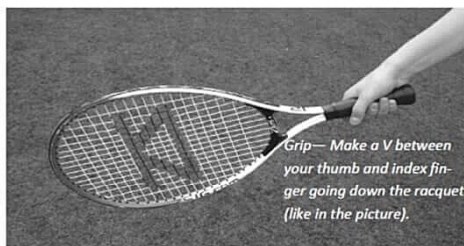
Knowledge Organiser: Year 2 Send and Return Unit 1

Prior Learning:

Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition.

Unit Focus: 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.

Equipment needed: A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.



Head: Decide on and play with 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.

Key Vocabulary/Skills

On toes to move towards the path of the ball.

Identifying dominant and non-dominant side.

Basic service rules.

Perform with increased agility in a conditioned game.

Able to self-feed to send a ball to a partner using a racquet.

Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

Key Questions:

1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

Rules:

- Children can either hit with a racquet or their hand.
- Children must not run onto others courts to collect balls while they are in the middle of a point.



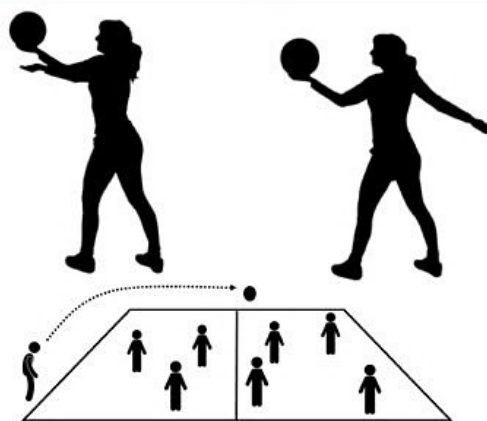
Knowledge Organiser: Year 2 Send & Return Unit 2



Prior Learning: Tracked the path of a ball over a net and move towards it. Begun to hit and return a ball with some consistency. Played modified net/wall games throwing, catching and sending over a net.

Unit Focus: 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.

Equipment needed: Large soft balls, foam tennis balls, low bounce tennis balls, low nets or benches, cones, bibs, hoops, short-handled racquets, dry wipe boards and pens.



Key Vocabulary/Skills

Play a variety of roles in games.

Moving the ball around the court.

Throw into space to make it difficult for your opponent.

Play out point from serve.

Play using attacking shots.

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

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.

Key Questions:

1. How did you try to beat your opponent? What skills did you use?
2. Could you choose where you placed the ball?
3. When the ball went where you wanted, do you know what you did correctly?

Rules:

- Can be played in a standing or seated format.
- Play first to 3 or 5 points.
- Can serve by throwing or striking. Can play by scoring with the ball bouncing twice.



Year 2 – Run Jump Throw Unit 1

Knowledge Organiser

Prior Learning

Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

We are learning...

1. to move quickly whilst being aware of others around.
2. to create power with our legs to turn at speed.
3. to move through an obstacle course with speed and control.
4. to choose the best throw for different situations.
5. to use quick feet whilst sprinting.
6. to perform static and dynamic balances.

Assessment Overview

Head - Make choices about appropriate throws for different activities.

Hand - Show increased control of body and limbs

Heart - Work cooperatively to complete running, jumping and throwing tasks.

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

Unit Focus

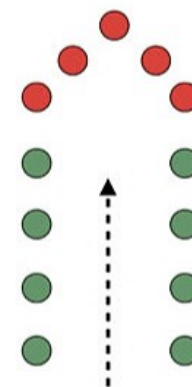
Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

Key Questions

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

Rules

- Wait for a command before you start.
- Being aware of others around you.



Year 2 – Run Jump Throw Unit 2

Knowledge Organiser

Prior Learning

Thrown and handled a variety of objects. Developed power, agility, coordination and balance. Negotiated obstacles showing increased control.

We are learning...

1. to work individually to run over a longer distance.
2. to improve strength to increase our jumping distance.
3. to create power when throwing for distance.
4. to use breathing techniques to be able to run more.
5. to cooperate with our partners to complete a task well.
6. to listen to others and work as a team to achieve the highest score possible.

Assessment Overview

Head - Begin to make links between components of fitness.

Hand - Use agility in running games.

Heart - Consider others when playing games.

Equipment

Skipping ropes, benches, hoops, small, soft balls, shuttlecocks, chairs, benches, low hurdles, buckets.

Vocabulary

Lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.

Unit Focus

Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy active lifestyles. Jump for distance and height.

Key Questions

1. What does it mean to be part of a team?
2. How does it feel playing under pressure?
3. Why is it important to practice when we learn something new?

Rules

- Ensure correct technique is being used for activities.
- Count and recall correct repetitions of each activity during stations.

