

Physical Education

Year 2

Yearly Coverage of Learning Behaviours

Fairisle Infant and Nursery School



Expect Success

Personal Cog

Can you keep trying?

By the end of the year, children should know how to:

- try several times if at first they don't succeed
- ask for help when appropriate

Vocabulary

Try: to attempt through effort

Several: more than two

Succeed: to have a good result; to do well



Social Cog

Can you help and encourage?

By the end of the year, children should know how to:

- help, praise and encourage others in their learning

Vocabulary

Help: to aid or assist

Praise: to say things that offer admiration or respect

Encourage: to say things that offer hope or confidence



Physical Cog

Can you perform simple sequences?

By the end of the year, children should know how to:

- perform a range of skills with some control and consistency
- perform a sequence of movements with some changes in level, direction or speed

Vocabulary

Perform: to do or present

Range: a variety

Skill: the ability to perform a task well, especially because of training or practice

Control: to manage the movement of your body

Consistency: similarity between different things

Sequence: a pattern in which one thing follows another

Movement: a particular action or way of changing place or position

Level: the height or position

Direction: the way that one may face or travel

Speed: the rate of motion, i.e. fast or slowly



Cognitive Cog

Can you recognise and order?

By the end of the year, children should know how to:

- order some instructions, movements and skills
- with help, recognise similarities and differences in performances and explain why someone is working or performing well

Vocabulary

Order: the way something is arranged

Instructions: directions or orders

Movement: a particular action or way of changing place or position

Skill: the ability to perform a task well, especially because of training or practice

Similarities: things that are the same

Differences: things that are different

Perform: to do or present



Creative Cog

Can you compare and develop?

By the end of the year, children should know how to:

- compare some of their movements and skills with those of others
- select and link movements together to fit a theme

Vocabulary

Compare: to note or describe the similarities or differences

Movement: a particular action or way of changing place or position

Skill: the ability to perform a task well, especially because of training or practice

Select: to choose

Link: to join or connect

Theme: the main subject or topic



Health and Fitness Cog

Can you practise safely?

By the end of the year, children should:

- say how their body feels before, during and after exercise
- use equipment appropriately and move and land safely

Vocabulary

Exercise: activity done to keep the body or mind strong or to make them stronger

Appropriately: for the right purpose

Land: to touch down on a surface

Safely: without being harmed



Physical Education

Year 2

Coverage of Fundamental Movement Skills

Fairisle Infant and Nursery School



Expect Success

FUNS—Agility

Can you jump and land?

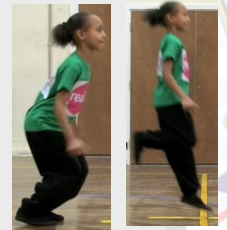
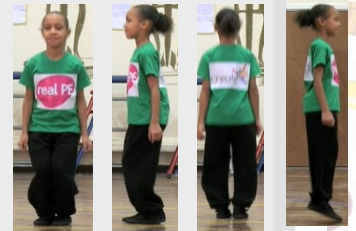
Can you chase a ball?

Can you react and respond?

By the end of year two, children should know how to:

Jumping and Landing (FUNS 6, Unit 2a)

- jump from 2 feet to 2 feet with quarter turn in both directions
- stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot)



Ball Chasing (FUNS 11, Unit 6a)

- start in a seated / lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction
- start in seated / lying position, chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction



Reaction and Response (FUNS 12, Unit 5b)

From 1, 2 and 3 metres—

- react and catch a tennis ball dropped from shoulder height after 1 bounce



FUNS—Balance

Can you balance in different ways?

By the end of year two, children should know how to:

Static Balance—1 leg (FUNS 1, Unit 1b)

- stand still for 30 seconds on (dominant and non-dominant) leg
- complete 5 mini-squats



Static Balance—seated (FUNS 2, Unit 2b)

- pick up a cone from one side, swap hands and place it on the other side; return the cone to the opposite side



Static Balance—Floor work (FUNS 3, Unit 6b)

- place cone on back and take it off with the other hand in mini-front support
- hold mini-back support position; place cone on tummy and take it off with the other hand



FUNS—Balance

Can you balance in different ways?

By the end of year two, children should know how to:

Static balance—Stance (FUNS 4, Unit 3b)

- stand on low beam with good stance for 10 seconds



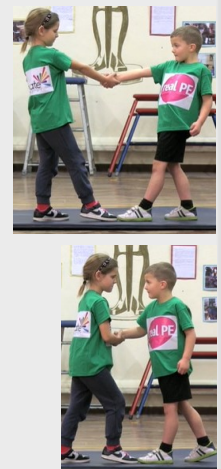
Dynamic Balance—on a line (FUNS 5, Unit 3a)

- walk fluidly, lifting knees to 90°
- walk fluidly, lifting heels to bottom



Counter Balance—in pairs (FUNS 7, Unit 4b)

- hold on and, with a long base, lean back, hold balance and then move back together
- hold on with 1 hand and, with a long base, lean back, hold balance and then move back together



FUNS—Coordination

Can you send and receive?

Can you control a ball around your body?

Can you move your feet in different ways?

By the end of year two, children should know how to:

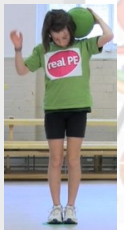
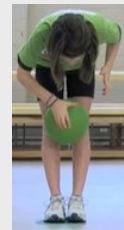
Send and receive (FUNS 8, Unit 5a)

- throw a tennis ball, catch rebound with the same hand after 1 bounce (then without a bounce)
- throw a tennis ball, catch rebound with the other hand after 1 bounce (then without a bounce)
- strike a large, soft ball along ground with hand 5 times in a rally



Ball Skills (FUNS 9, Unit 4a)

- sit and roll a ball up and down legs and around upper body using 1 hand (then standing)



Footwork (FUNS 10, Unit 1a)

- combine side-steps with 180° front pivots (then reverse pivots) off either foot
- skip with knee and opposite elbow at 90° angle
- hopscotch forwards and backwards, hopping on the same leg (right and left)

