

Subject: Physical Education	Year group: Year 2	Topic: ipractise Sporting Best	Initiation & activation activities:
Prior knowledge required: Children negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		Vocabulary: personal best, challenge, personal challenge, agility, catch, dodge, balance, power, jump, hop, bound, spring(rebound), pause, unison, landing, skip, rhythm, hurdle, leap, travel,	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Can they begin to identify what their Personal Best looks like. • Can they show perseverance and resilience to be their best self'. • Can they be an independent learner, recognising when something is hard or easy and taking steps to move their learning on. • Can they keep practising to improve to be their best self'. • SEN/support - can they persevere when a task is challenging. Show resilience to try to improve. • Can they set and work towards simple personal best goals; Say how to improve to be their 'best self'; ask for help when appropriate. • GD - can they begin to challenging themselves by increasing the level of challenge within an activity where appropriate • Can they run, jump and skip with spatial awareness; in different directions and at different speeds, with increasing fluency and in increasingly challenging situations. • Can they become increasingly confident and competent in running and jumping, and apply these skills in dynamic balance activities. • Can they become increasingly confident and competent in skipping in varying ways and in different directions, with or without a rope. • Can they engage in competitive activities - compete against their self and time. 		