




Year Two		Intent	Implementation	Impact	
		It is our intention to develop a lifelong love of physical activity, sport and PE in all of our children. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is our intention to ensure that every child has access to at least 2 hours of physical activity per week.	Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for all areas of the PE National Curriculum. Technical glossaries, skills posters and guidance support us in our subject knowledge allowing us to share technical vocabulary and skills that children need clearly, confidently and concisely. We structure lesson sequences to consider prior learning and provide opportunities for revision and practise to help build depth to children's knowledge, skills and understanding.	Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging in age-appropriate content. We ensure that learning is memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Children's attainment and progress is measured using an assessment spreadsheet linked to the 'I can' statements below. We give ample opportunity for children to showcase the acquired skills in a range of competitions entered over the year.	
GYMNASTICS		GAMES	DANCE	ATHLETICS	ADVENTURE
I can recognise and describe how my body feels during and after different physical activities. I can explain what I need to stay healthy.		I can recognise and describe how my body feels during and after different physical activities. I can explain what I need to stay healthy.	I can recognise and describe how my body feels during and after different physical activities. I can explain what I need to stay healthy.	I can recognise and describe how my body feels during and after different physical activities. I can explain what I need to stay healthy.	I can recognise and describe how my body feels during and after different physical activities. I can explain what I need to stay safe.
I can link actions to make a sequence. I can hold a shape whilst balancing on different points of my body. I can jump in a variety of ways and land with increasing control and balance. I can do a crouched forward roll. I can do balances with a partner.		I can strike or hit a ball with increasing control I can throw, catch and bounce a ball with a partner. I can bounce and kick a ball while moving. I can change speed and direction while running. I understand the importance of rules in games.	I can change the speed and level of my actions. I can move in time to music. I can improve the timing of my actions. I can perform learnt skills with increasing control. I can perform sequences of my own composition and coordination.	I can sprint for distances up to 40m. I know how to use my arms and legs to increase my speed. I can perform a good technique for throwing. I know a basic technique for standing long jump. I can jump with control off 1 or 2 feet.	I can conduct myself safely around the campfire. I am beginning to understand the use of symbols and a key. I can follow a simple map. I can find natural resources to use as tools. I am beginning to cut, assemble and join naturally found materials to create shelters.
I can improve my own performance. I can talk about the difference between my work and that of others.		I can improve my own performance. I can talk about the difference between my work and that of others.	I can improve my own performance. I can talk about the difference between my work and that of others.	I can improve my own performance. I can talk about the difference between my work and that of others.	I can improve my own performance. I can talk about the difference between my work and that of others.



Key Stage One
Year Two

Key Stage One National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.
- Participate in team games, developing simple tactics for attacking and defending.