

Curriculum Map - Year 2 2015-2016

Support materials are in red font. Where indicated please start with core task, use this to assess where the children are. Then carry out a series of lessons which are focused at achieving the learning and assessment focuses.

Year 2	Autumn Term			Spring Term			Summer Term		
	Unit	Learning focus	Assessment focus	Unit	Learning focus	Assessment focus	Unit	Learning focus	Assessment focus
1 st half term	Games Core task 4 - Touch the cone with a ball.	Throw and catch in pairs and teams without moving. Able to receive a moving ball and stop it. Know when to pass the ball to a team member. General agility - with and without the ball. Quick changes of direction.	Throw and catch a ball with a team member without moving. Know and understand the term 'intercept'. Cooperate as a team.	Games Based on core task 5 - Catch the ball before it bounces. (large balls, no racquets) In pairs - over a bench or small barrier. Throw the ball over the bench so it bounces twice before partner catches it.	Throwing and catching- with and without a barrier. Moving to field or catch a ball. Able to hit a ball after it has bounced twice - hand or bat/racquet.	Able to catch a moving ball. Able to 'feed' a ball to a partner. Able to hit a ball after it bounces.	Athletics Core task 6 - Try different ways of running, jumping and throwing.	Different ways of throwing. Underarm, overarm, pushing, slinging, rolling Body position for throwing. Use different object to throw. Teach one foot and two foot take offs for jumping. Running techniques.	Able to run, jump and throw using a variety of techniques. Make up and repeat a short sequence of linked jumps. Run at fast, medium and slow speeds, changing speed and direction.
	Gymnastics No core task. Work towards the festival. Use Key steps.	Travelling. Shapes. Forward roll to sit. Teddy bear roll. Balance, coordination and agility.	Copy and repeat. Extension - pointed toes, stretched arms and legs, body tension and balance.	Gymnastics Core task 5 - Perform a sequence of contrasting actions.	Teach different shaped jumps with correct landings and different shaped balances (4, 3 and 2 body parts). Safe use of larger apparatus.	Able to make movements and actions flow together. Show extension in balances. Able to link 3 contrasting actions together.	Games Based on core task 7 - Hit the ball and run with a beanbag. Feeder/Teacher throw ball underarm to batter, batter runs to each cone before the	Underarm throwing/bowling. How to stand to hit a ball. Fielding a moving ball - along the ground/in the air. Throwing ball to team mates.	Able to hit a moving ball with a bat. Understand when to run and when to stop. Able to field a ball - throw or return the ball to the feeder accurately.

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							ball gets back to the feeder.	Teach 'batter' to watch fielding team so they know when to stop.	
2 nd half term	<p>Dance</p> <p>Core task 2 - Make a dance to show different moods.</p> <p>Teacher chooses a character e.g. clowns, animals, cartoon characters.</p>	<p>Use different shapes, speeds and levels.</p> <p>Create small repeated different phrases.</p> <p>Work with a partner and small group.</p>	<p>Create a short dance phrase expressing an idea, mood or feeling with and without a partner.</p> <p>Use space safely, changing direction, level and speed.</p>	<p>Dance</p> <p>No core task.</p> <p>LCP Dance - Life Cycles.</p>	<p>Use different pathways including zigzag, slithering, sliding, darting, stopping,</p> <p>Changes of speed, levels and directions.</p> <p>Group shapes.</p> <p>Jumping - frogs</p>	<p>Able to show different ways of moving.</p> <p>Work individually, as a pair and small group.</p> <p>Able to show change of speed, levels and direction.</p>	<p>Dance</p> <p>No core task.</p> <p>Matalan card 4 - Dancemathics Lottery</p>	<p>Travelling in different pathways - forwards, backwards, sideways.</p> <p>Rolling, twisting, turning movements.</p> <p>Different body shapes - individual, pairs and groups</p>	<p>To follow one another repeating actions.</p> <p>To be able to meet together and come away in a dance.</p> <p>Use different directions and levels.</p>
	<p>SAQ</p> <p>No core task.</p>	<p>Side steps, stopping and starting.</p> <p>Work in different directions.</p> <p>High knees, head up, strong arm action - hip to lip, opposite arm to foot.</p>	<p>Begin to work using the balls of feet and high knee lift whilst walking and running.</p> <p>Use the correct arm action in coordination with legs (hip to lip, opposite arm to foot).</p>	<p>Gymnastics</p> <p>No core task.</p> <p>Work on confidence when using apparatus.</p> <p>Work on quality of all movements.</p>	<p>Reteach all rolls, jumps and balances.</p> <p>Focus on quality of movement on floor and apparatus.</p>	<p>Clear start and finish.</p> <p>Good body control.</p> <p>Good body extension - straight arms/legs and pointed toes.</p> <p>Confidence to perform</p>	OAA		

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			Able to side step between using the correct technique between spots.			movements on apparatus.			
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