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| **Year 2 Pilates**  **Curriculum Link:**  **To develop balance, agility and co-ordination, and begin to apply these in a range of activities** | | |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Unit** | **Previous Learning** | **Competing and Performing** |
| Subject Name: **PE**  Year Group: 2  Term: **3 (H1)**  Unit Name: **Pilates**  **Spiritual Development**  Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development. John 1:2 Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul. | * Copy and repeat actions and movements. * Link actions to make a sequence. * Hold still shapes and simple balances. * Travel in different ways, changing direction and speed. * Move around, under, over, and through different objects and equipment. * Begin to move with control and care. | * Compete against self and others in teams and individually. |
| **Big Ideas** | **Year 2 Learning** | **Health and Fitness & Preparation** |
| To develop strength, flexibility and balance. | * To be able to copy, repeat and remember actions and movements. * To be able to link actions to make a sequence with a clear beginning and end. * To be able to hold a still shape whilst balancing on different points of the body. * To be able to travel using a range of direction and speed, with control and care. | * Recognise and describe how different parts of the body feel during and after different physical activities. * Explain what they need to stay healthy with some links to exercise being made. |

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| **Key Information** | | **Learning** | **Key PE Skills** |
| **Vocabulary** | | **Future Learning:** | **Evaluation and Communication** |
| stretch  shape  repeat  roll  direction  speed  balance  turn  warm-up | cool-down  pike  tuck  straddle  hop  spring  skip  gallop  tiptoe | * Begin to identify, repeat and remember actions and movements, selecting these actions and movements to compose their own short sequences. * Link actions to make a sequence with a clear beginning, middle and end. * Create interesting body shapes while holding balances with control. * Begin to show flexibility in movements. * Travel using a range of direction and speed, with control, co-ordination and care. | * Watch or describe performances of themselves and others - linking that to what went well and what to improve. * Use some simple communication to illustrate what they are planning on doing. |
| **Glossary** | | | |
| **Communication:** Giving, receiving, and sharing information  **Cool Down:** Using gentle stretches and exercises to allow the body to return to rest after physical activity.  **Core:** Main muscles in centre of your body that help you to control and stabilize your body.  **Levels**: Whether a movement is low and lose to the ground, medium and standing or high off the ground.  **Pilates:** Exercises designed to improve physical strength, flexibility and posture.  **Respect:** You treat people in a way that shows that you care about their well-being and how they feel. You treat equipment with care and consideration.  **Routine**: Is combination of skills or movements in one sequence.  **Sequence**: Movements that link from one to the next.  **Shape**: The form created by putting the body in a certain position.  **Skill:** The ability to use techniques or moves correctly and repeatedly.  **Teamwork:** Working together with other people to achieve a goal.  **Tempo:** How fast or slow a movement is made.  **Theme**: The main idea in a movement pattern.  **Time/Timing**: How movements in a dance relate to each other in terms of speed and length, how the movements of different people fit together and with the music.  **Transition**: Movement or change from one position/section to another.  **Unison:** Where a group of people perform the same routine at the same time.  **Warm Up:** Using gentle stretches and exercises to allow the body to be ready for physical activity. | | | |