|  |
| --- |
| **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: 2Term: **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.
 |

|  |  |  |
| --- | --- | --- |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Vocabulary** | **Future Learning:** | **Evaluation and Communication** |
| stretch shape repeat rolldirection speed balance turnwarm-up  | cool-down piketuck 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. |