

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
<p>Subject Name: PE Year Group: 2 Term: 1 (H2) Unit Name: Pilates</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 roll direction speed balance turn warm-up	cool-down pike tuck straddle hop spring skip gallop tiptoe	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 close 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.