

Fundamentals Knowledge Organiser

Year: 2					
Term: Spring 1					
Background information for teachers and pupils					
<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>					
National Curriculum Aims					
<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and across 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 others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 					
Key Knowledge					
Progression of skills					
	Running	Balance	Jumping	Hopping	Skipping
Year 2	Demonstrate balance when changing direction. Clearly show different speeds when running	Demonstrate balance when performing movements	Demonstrate hopping for distance, height and in different directions.	Explore working with a partner using unison, matching and mirroring.	Develop the use of facial expression in their performance.
Year 1	Explore changing direction and dodging. Discover how the body moves at different speeds.	Move with some control and balance, Explore stability and landing safely	Demonstrate control in take off and landing when jumping.	Begin to explore hopping in different directions.	Show coordination when turning a rope. Use rhythm to jump continuously in a French rope.
EYFS	Explore running and stopping. Explore changing direction safely.	Explore balancing whilst stationary and on the move	Begin to explore take off and landing safely.	Explore hopping on both feet.	Explore skipping as a travelling action.

Whole child Skills			
Physical	Social	Emotional	Thinking
<ul style="list-style-type: none"> Balancing Sprinting Jogging Dodging Jumping Hopping skipping 	<ul style="list-style-type: none"> Taking turns Supporting and encouraging others Respect Communication 	<ul style="list-style-type: none"> Challenging myself Perseverance Honesty 	<ul style="list-style-type: none"> Selecting and applying Identifying strengths

Links to other National Curriculum subjects

English

- Learning vocabulary – dodging, sprinting, balancing, momentum
- Listening and following instructions
- Expressing ideas
- Communicating with others

Maths

- Counting from zero to ten seconds whilst sprinting
- Using jumps to time a partner

Science

- Exploring what helps to make them balance
- Exploring how to jump, hop and skip for distance
- Understanding changes to the body during exercise

Key Vocabulary

Prior vocabulary - run, stop, space, jump, balance, skip

New vocabulary – fast, direction, hop, land, slow, safely

Teacher Glossary

Balance

The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump

Take off and land on two feet.

Hop

Take off on one foot and land on the same foot.

Travel

A method of moving around a space e.g. jog, slide, skip, crawl etc.

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Health and safety

Model how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use.

Remind children to:

- Remove any jewellery before the lesson.
- Tie long hair back.
- Wear suitable clothing for PE to school.

**GetSet4PE Fundamentals Scheme Overview
Year 2**

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To develop balance, stability and landing safely.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Hold your arms out and focus on something still to help you balance. Look ahead and land with bent knees. 	<p>Social: To take turns with others when sharing equipment.</p> <p>Emotional: To work to the best of my ability.</p> <p>Thinking: To create a jumping pattern with different take offs and landings.</p>	<p>Base stations (marking spots) x 15</p> <p>Cones Use cones where possible until we have more marking spots.</p> <p>Hoops x 15</p> <p>Hurdles x 8</p> <p>Optional - Beanbags</p>
2	<p>LO: To explore how the body moves differently when running at different speeds.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Run on the balls of your feet. Use your arms to help to move you forwards. 	<p>Social: To decide with a partner which route to take.</p> <p>Emotional: To try my best and not give up.</p> <p>Thinking: To identify differences between jogging and sprinting.</p>	<p>Cones x 30</p> <p>Download Sprinting video to show the children.</p>
3	<p>LO: To develop changing direction and dodging.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Push off strongly in a new direction. Turn your body to face a new direction. 	<p>Social: To show respect for others by playing within the rules.</p> <p>Emotional: To play honestly, returning to the start line if caught.</p> <p>Thinking: To make quick decisions when playing games.</p>	<p>Cones x 30</p>
4	<p>LO: To develop and explore jumping, hopping, and skipping actions.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Bend your knees when jumping and landing. Look ahead and land with bent knees. 	<p>Social: To communicate with others to decide who to try and tag.</p> <p>Emotional: To challenge myself to beat my lowest score.</p> <p>Thinking: To discuss and identify which action is best for me to get me across the stream in the lowest number of jumps/hops/skips.</p>	<p>Base stations/ marking cones x 30</p> <p>Download Hop and Jump videos from lesson 4 to show the children.</p>
5	<p>LO: To develop co-ordination and combining jumps.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Keep your body upright. Remember the rhythm – jump, bend, jump, bend 	<p>Social: To work with others, taking turns and helping them to remember the actions.</p> <p>Emotional: To persevere with new challenges.</p> <p>Thinking: To copy, link and remember actions.</p>	<p>French skipping ropes x10 On order</p> <p>Base stations / marking cones x 30</p> <p>Download French skipping video to show the children</p>
6	<p>LO: To develop combination jumping and skipping in an individual rope.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Stand up tall. Turn the rope first and then jump. 	<p>Social: To encourage others to keep trying.</p> <p>Emotional: To persevere with the skipping challenges even if I find them difficult.</p> <p>Thinking: To use the teaching points to help me to improve.</p>	<p>Skipping ropes x 30</p> <p>Download Individual skipping, pairs skipping and skipping challenges videos to show children.</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks1/fundamentals?years=1001>