PE Activity	Desired Skills	Approaches to	Desired	Approaches Developing	Curricula Materials		Assessed through	(T1 T2 T3)
	Desired Skills	Developing Skills	Knowledge and Understanding	Knowledge and Understanding		Developing and Mastering Competing and Collaborating Improvising Performing and Evaluating Healthy Life style Choices		
Developing and mastering variety of movements	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	 Teacher-lead input Modelled techniques Observation from professional film footage 	how to use a variety of equipment effectively • Knowledge of how to manoeuvre body efficiently to master basic movements • Understanding of how to work in a team for a specific goal/aim • Knowledge of fair play and respect • Knowledge of how to follow rules for a sports game • Knowledge of how to stay actively fit, why this is important, and understanding of healthy life choices (drugs, substance abuse on a basic level)	 Observing expertise in professionals Opportunities for trial and error Instruction from masters Opportunities to follow instructions set by masters in a sport Observation of others and discussion around evaluation of a performance Discussion, debate and opportunities to listen to professionals talk through life choices Exposure to solid 	TERM1:	Most children will be able to (working at)	Some children will not yet be able to (working towards)	Some children are confidently able to (exceeding)
Competing and collaborating	Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations	 Planned activities requiring collaboration and competition Set expectations of sportsmanship 						
Improvising	 Improvise with a variety of bought and natural equipment Improvise with body parts Improvise with collaborating group 	 Planned opportunities for improvisation Observation of masters in this field 						
Performance and evaluating performance	 Compose own activity following written instruction Compose for an audience Compose for a range of equipment 	 Opportunities for performance and audience planned for end of lesson or topic focus 						
Healthy life Choices	Understanding how to be physically confident in a way which supports their health and fitness in life	 Delivery of expectations and monitoring of adherence to set expectations as discussed as a team/class/school 			TERM3: • Basketball or Football • Cricket • Games (Promote Fitness and Wellbeing)			
SMSC	 Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 PE curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation PE can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in PE topics studied (dress; competition) Opportunities to and willingness to explore and understand PE from a variety of cultural backgrounds 	 Planned opportunities for cross curricular exploration Set expectations of conduct in activities Planned range of cultural and traditional activities to introduce children to variety Opportunities for reflection and discussion 						