



Focus on Pillars of Progression:

Pillar 1: Motor competence and fundamental motor skills.	Drop and catch a ball after one bounce on the move. Throw and roll towards a target with some varying techniques. Attempt to track balls and other equipment sent to them.
Pillar 2: Rules, Strategies and Tactics	Begin to use simple tactics with guidance. Recognise space in relation to others. Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Pillar 3: Healthy Participation	Talk to a partner about their ideas and take turns to listen to each other. Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.

Progression in Learning

Links to Previous Learning:	Drop and catch a ball after one bounce on the move. Throw and roll towards a target with some varying techniques. Attempt to track balls and other equipment sent to them.
Procedural Unit Knowledge (knowing how) and Declarative (knowing what):	Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball. Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules
Links to Future Learning:	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success.

Vital Vocabulary:

Revisited Vocabulary:	Ready position, partner, net, underarm, score, points.
New Vocabulary:	Receive, quickly, trap, defend, return, collect, against.
Supporting Resources (including focus sports person):	



Year 2:
Net and Wall

Our Journey Drivers:

- Joyful Readers
- Opportunities to Build on Knowledge and Skills.
- Understanding of British and Christian Values
- Resilience and Perseverance.
- Nurture Curiosity,
- Opportunities to build upon knowledge and skills
- Your Wellbeing and Health

Lesson Structure:

- Warm Up (Review):
- Skill Development (Modelling, Present new material small steps. Guide student practice).
- Plenary (Check for student understanding).

Unit Summary:

Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.

Assessment Criteria:

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

J	Reading around the sport to develop pillars of progression,
O	A logical and sequenced progression of skills throughout, with opportunities to revisit key areas of learning.
U	Sporting icons are carefully selected to ensure that the children are allowed the opportunity to celebrate the achievements of leading British sports performers of different faiths, race and gender. Children are given the opportunity to learn the rules of games and follow them fairly.
R	Children are encouraged to be gracious in victory and learn from defeat. Children are encouraged to celebrate the achievements of others and to be critical of themselves and their peers.
N	A broad and balanced curriculum which provides the opportunity to participate and compete in a variety of different sports and games.
E	Communication in PE and games are vital. The children are encouraged to communicate with their teammates, opponents, teachers and officials in a respectful and responsible manner. Children are encouraged to use subject specific vocabulary and are given the opportunity to discuss tactics with their teammates and give reasons for the decisions they make.
Y	A curriculum vision which intends to promote a love of sport and physical activity leading to lifelong participation for a secure physical and mental health and well-being.

STEP Approach to Adaptive Teaching:

- S- Space. Can you change the space given to an activity to make it easier/ more difficult?
- T- Time. Can you change time limits to make activities more challenging?
- E- Equipment. Can you use alternative equipment to make an activity more or less challenging?
- P- People. Can you change the number of people involved in the activity to make it more or less challenging. Can you group children in different ways to facilitate the learning of others?