



# Thames View Infants PE Scheme of Work – Overview and Medium Term Plans

Year 2 - Term 3a

Games		Keywords & Phrases
<p><b>Learning Objectives</b></p> <p>Children should learn:</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> <li>To improve the way they coordinate their bodies and a range of equipment</li> <li>To remember, repeat and link combinations of skills</li> </ul> <p>Selecting and applying</p> <ul style="list-style-type: none"> <li>To choose, use and vary simple tactics</li> </ul> <p>K &amp; U of fitness and health</p> <ul style="list-style-type: none"> <li>To recognise and describe what their bodies feel like during different types of activities</li> </ul> <p>Evaluating and improving</p> <ul style="list-style-type: none"> <li>To recognise good quality in performance</li> <li>To use information to improve their work</li> </ul>	<p><b>Activities</b></p> <p>Rawmarsh</p> <p>Games</p> <p>Year 2</p> <p>Lesson 7 - 12</p>	<ul style="list-style-type: none"> <li>innings</li> <li>striking square</li> <li>bowling square</li> <li>invasion game</li> <li>barrier</li> <li>return</li> <li>feed: Self-feed</li> <li>team work</li> <li>spreading a field/attack</li> <li>pattern of play</li> <li>practise</li> <li>easy; easier; easiest</li> <li>hard; harder; hardest</li> <li>accurate; accuracy</li> <li>breathe; breathing</li> <li>heart rate; pulse rate</li> <li>pulse raising</li> <li>temperature</li> <li>relaxation</li> <li>tension</li> <li>joints – shoulder etc</li> <li>mobility</li> </ul>



Year 2 - Term 3a

Orienteering		Keywords & Phrases	
Learning Objectives	Activities		
<p>Children should learn to:</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> <li>To develop and refine their skills and work with others to solve problems and meet physical and intellectual challenges</li> </ul> <p>Selecting and applying</p> <ul style="list-style-type: none"> <li>To choose skills, equipment and strategies to help them meet the challenges they are set</li> <li>To adapt to changing situations and environments</li> </ul> <p>K &amp; U of fitness and health</p> <ul style="list-style-type: none"> <li>To recognise and describe the short term effects of different activities on the body and why exercise is good for them longer term</li> <li>To understand the basic principles of warming up</li> </ul> <p>Evaluating and improving</p> <ul style="list-style-type: none"> <li>To observe, describe and evaluate the effectiveness of performance and suggest ways to improve it</li> <li>To see the importance of team work</li> </ul>	<p>Rawmarsh</p> <p>Orienteering Unit 1</p> <p>Team Building (Lesson 6 – 11)</p>	<ul style="list-style-type: none"> <li>trail, track, route, course, journey</li> <li>orientate, orienteering</li> <li>team building, teamwork, cooperation, team relay</li> <li>trust, responsibility</li> <li>signs, symbols</li> <li>compass bearings, grid references</li> <li>map, map reading, setting a map</li> <li>problem solving, challenge</li> <li>plan, strategy, target</li> <li>weather, conditions, extreme conditions,</li> </ul>	<ul style="list-style-type: none"> <li>strength, suppleness, speed and endurance (stamina)</li> <li>vigorous activity</li> <li>breathing rate</li> <li>heart (pulse) rate</li> <li>pulse</li> <li>temperature</li> <li>warm up</li> <li>observe</li> <li>assess</li> <li>estimate</li> <li>compare</li> <li>improve; Improvement</li> <li>assess</li> <li>strengths, weaknesses</li> <li>evaluate</li> </ul>



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		hazard, risk <ul style="list-style-type: none"><li>• Ordinance survey</li><li>• shelter, campcraft</li></ul>	
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