

Games Unit 2 End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
some children will not have made so much progress. They will be able to:	work to improve basic skills; make simple choices in target games, if they have more time to think; catch and throw in games when they are standing still; play a small part in games and activities in small groups; benefit from further individual and cooperative partner activities; recognise that their body feels different when playing different games; with guidance,	
most children will be able to:	show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills	
some children will have progressed further. They will be able to:	make early decisions about the skills and tactics to use when playing games; use the space available to good effect; perform basic techniques of catching, throwing and kicking with a good level of consistency; begin to use these skills thoughtfully in simple competitive games; achieve greater control by anticipating action in a game and reacting quickly; describe the differences in the way their body works in different games; practise to improve their skills, knowing what they need to achieve	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Games Unit 2

Year 2

Prior Knowledge

Pupils should have:

- used a variety of games equipment,
- investigated the differences between various balls,
- used space to avoid others,
- developed basic actions for rolling, bouncing, throwing (including overarm), gathering, catching, striking, kicking a ball,
- tracked a ball and anticipated where it is going,
- described what they and others are doing.

Key knowledge I need to understand

In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.

Pupils will:

- show awareness of opponents and team-mates when playing games;
- perform basic skills of rolling, striking and kicking with more confidence;
- apply these skills in a variety of simple games;
- make choices about appropriate targets, space and equipment; use a variety of simple tactics;
- describe how their bodies work and feel when playing games;
- work well with a partner and in a small group to improve their skills

How I will show what I have learned

Pupils can:

BEGIN TO UNDERSTAND WHERE TO STAND TO MAKE A GAME MORE DIFFICULT FOR AN OPPONENT.

MOVE INTO A GIVEN SPACE WITHIN A GAME.

STOP A BALL WITH MY FEET BEFORE PASSING IT.

HIT A BALL WITH A TENNIS STYLE BAT OR RACQUET

PASS A BALL TO A PARTNER USING HIS/HER HANDS AND FEET

THROW A BALL UNDERARM, OVER ARM AND USE A BOUNCE PASS.

What's next?

In future games units, children will develop and use their skills to play end-to-end games, games over a barrier, and fielding and stopping games (one against one, one against two, two against two, two against three, and three against three). In doing so, they will develop their ability to solve problems and make decisions, as well as to use technical skills. They will continue to practise and refine their skills and techniques, using them creatively to outwit others. They will also develop an early understanding of simple concepts of attack and defence. They will be introduced to basic rules and will begin to understand why rules are important in games. In all physical education units, children will continue to improve their observation skills and describe what is good about others' performances.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

Rebound

tracking or following the movement of a ball

aiming

speed

direction

passing

controlling

shooting

scoring



Key resources: Scheme of Work

Y2 Games unit 2a, 2b, 2c

Additional related experiences: