ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 2
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 1 Personal · Footwork One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Keep trying						
LESSON OUTLINE	Footwork Follow the leader.	Lose your shadow.	Creating footwork pathways.	Mirror image (1 leg).	Mirror challenge (1 leg).	Use the force.	Consolidate and review.
LEARNING OBJECTIVE	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can balance with minimum wobble (control). I can balance with standing foot still. I can balance with non-standing foot off the floor.	I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble.	I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble.	—
CURRICULUM LINKS	**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**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 1 - Personal · Balance/travel						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Keep trying						
LESSON OUTLINE	Mirror, mirror.	Toys alive using apparatus.	Sticky body parts.	Mapping pathways.	Mapping pathways using apparatus.	Mapping pathways using apparatus.	Consolidate and review.
LEARNING OBJECTIVE	I can balance with control (minimum wobble). I can balance with the supporting body part still. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with the supporting body part still. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with the supporting body part still. I can hold the balance for at least 3 seconds.	I can move with good posture. I can move with light and quiet steps. I can perform accurate movement patterns.	I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	I can perform accurate movement patterns. I can move with good posture. I can maintain contact with apparatus.	—
CURRICULUM LINKS	**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.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 2 - Social · Jumping and landing Seated balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Help and encourage.						
LESSON OUTLINE	Clapping game.	Develop jumping combinations.	Rope jumps.	Exchange Objects in 3s.	Mirror image (seated).	Seated goalball.	Consolidate and review.
LEARNING OBJECTIVE	I can achieve good take off and height. I can land with balance and control I can land softy and quietly.	I can achieve good take off and height. I can land with balance and control I can land softy and quietly.	I can achieve good take off and height. I can land with balance and control I can land softy and quietly.	I can balance with hands/feet up for 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	—
CURRICULUM LINKS	**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**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 - Social · Shapes/circles/artistry/ partnering						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Help and encourage.						
LESSON OUTLINE	Give your dance a shape.	Hand in hand we move.	I can perform a diverse range of circle moves, including jumps and turns. I can perform exact, repeatable movements, inlcuding circles and half-circles rather than ovals. Round and round.	Turn me, turn you.	Silky smooth moves and grooves.	Time to show your best.	Consolidate and review.
LEARNING OBJECTIVE	I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength. I can perform a variety of smooth, fluent movements when moving between shapes.	I can perform a range of partner standing and floor shapes. I can perform with balance and control both when holding shapes and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes	I can perform a diverse range of circle moves that move the body.	I can perform a diverse range of movements led by circles with a partner. I can demonstrate strong start and finish positions. I can land softly in my jumps. I can perform a sequence of movement containing circles, shapes and partnering.	I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can move smoothly and fluently when transitioning between moves.	I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can demonstrate an understanding of how to put moves together, remember and perform them.	—
CURRICULUM LINKS	**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** **• perform dances using simple movement patterns.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 3 - Cognitive · Dynamic balance Stance					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – understand performance.					
LESSON OUTLINE	Balance circuit.	Creating dynamic balance pathways.	Balance circuit.	Below the knee.	Develop stance combinations.	Balance sequences.
LEARNING OBJECTIVE	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).
CURRICULUM LINKS	**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**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 2 - Cognitive · Flight/rotation					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – understand performance.					
LESSON OUTLINE	Clapping game.	Rope sequences.	Rope sequences.	I can move smoothly and fluently. I can remain balanced throughout. Superhero sequences.	Superhero sequences.	Superhero sequences.
LEARNING OBJECTIVE	I can perform an accurate preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can keep apparatus in motion throughout leap/jump.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can keep apparatus in motion throughout leap/jump.	I can maintain an accurate shape throughout.	I can remain balanced throughout. I can rotate with control. I can maintain an accurate shape throughout.	I can remain balanced throughout. I can rotate with control. I can maintain an accurate shape throughout.
CURRICULUM LINKS	**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**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 4 - Creative · Ball skills Counter balance				
LEARNING BEHAVIOUR	Learning behaviour: · Creative – link movements.				
LESSON OUTLINE	SPORTS DAY	Getting around us.	All routes.	Bounce off.	Lean away.
LEARNING OBJECTIVE	—	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.
CURRICULUM LINKS	**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**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	SECOND PE LESSON · Orienteering – Y2 – Cardinal directions and recapping orienteering symbols				
LESSON OUTLINE	Cardinal direction games	Cardinal directions grid	Cardinal and ordinal direction games	Cardinal directions and symbol hunt 1	Cardinal directions and symbol hunt 2
LEARNING OBJECTIVE	I can recognize the cardinal directions and follow instructions to move in these directions.	I can use the cardinal directions to follow directions accurately on a grid.	I can use map symbols and cardinal directions to answer questions at control markers.	I can use map symbols and cardinal directions to answer questions at control markers.	I can use cardinal directions and symbols on a map to help find controls.
CURRICULUM LINKS	**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** **• participate in team games, developing simple tactics for attacking and defending**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 5 - Physical · Sending and receiving Reaction and response						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – sequence movement and skills.						
LESSON OUTLINE	Junkyard clear up.	Removal team.	Roll/strike tennis.	Link skills.	Copy your partner.	Cooperative challenges.	Consolidate and review.
LEARNING OBJECTIVE	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	—
CURRICULUM LINKS	**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** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	SECOND PE LESSON · Athletics: Running and Jumping Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics Sceme of work· Pges 15-17: Warm ups						
LESSON OUTLINE	p.36 Rainbow run. p.42 Touch the Teddy	p.37 Cat and mouse.	p.38 Touch base. p.44 Feet first	p.39 Beanbag relay. p.45 Jump the stream	p.40 Obstacle course. p.46 Ladders	p.47 Line bounce.	Consolidate and review.
LEARNING OBJECTIVE	Run on a curve with co-ordination and control. Jump for height with control and balance	Run and change direction, demonstrating speed and agility. Co-operate and compete with a partner.p.43 Change arms Describe how the use of arms can affect jumping for height	Move quickly to a base in response to voice instructions. Show awareness of space and the safety of others. Take off from different positions. Demonstrate control in landing	Accelerate quickly and run fast to retrieve an object. Co-operate with others in a team. Increase ability to jump far	Complete an obstacle course with speed, control and agility. Link multiple step / jump combinations with balance and co-ordination	Jump quickly from side to side showing co-ordination and balance.	—
CURRICULUM LINKS	**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** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 6 - Fitness · Ball chasing Floor work						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – practice safely.						
LESSON OUTLINE	Develop ball chasing combinations.	Develop ball chasing combinations.	Grand Prix pairs.	Body twister.	Front curling.	Dice frenzy – points and patches	Consolidate and review.
LEARNING OBJECTIVE	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	—
CURRICULUM LINKS	**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** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Athletics: Throwing Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics · Pges 15-17: Warm ups						
LESSON OUTLINE	p.49 Arms high, arms low.	p.50 Flying sponges	SPORTS DAY	p.51 Slider	p.52 Roll a goal	p.53 Skittles	p.54 Feed the animals.
LEARNING OBJECTIVE	Perform movements which mobilise and develop arms and shoulders	Throw with speed and agility	—	Apply appropriate effort in order to control an object's flight. Throw accurately	Roll a ball accurately	Use an underarm action to throw accurately at a target. Use an underarm action to throw over increasingly longer distance.	Throw accurately at raised targets
CURRICULUM LINKS	**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** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						